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ABSTRACT

This publication contains both a teacher's guide and a student workbook for the second year of study of the Hawaiian language and culture. The teacher's guide includes an introduction to teachers and a complete set of lessons for each reading. The lesson plans contain the following: (1) a statement of the content of the lesson, (2) exercises with keys, and (3) additional suggested individual or class activities. The lesson plans are keyed to the corresponding reading in the student book. The student section consists of an introduction to the students, 20 readings, grammatical notes, and a glossary. The text is illustrated with pen-and-ink drawings. (Author/AMH)

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Lau Kukui

Level II Hawaiian Language Reader

FL012861

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FOREWORD

The kukui tree attracts immediate attention in the forests of Hawai'i because the silver-gray powder on its leaves endows it with the lightest-colored foliage of all Hawaiian trees. Traditionally, the kukui was used for many practical purposes, and, according to a legend, kukui nuts were used as tops by the menehune.

Lau Kukui, a second-year reader in the Hawaiian language, blends the traditional with the contemporary in Hawaiian literature. It is practical because it extends the study of Hawaiian language and culture with carefully written selections and lessons spanning the retelling of legends to the recounting of a football game. It is entertaining because the many facets of Hawaiian life presented between its covers are intended for the enjoyment of its readers as well as for their instruction.

The Department of Education is pleased to continue to address the need for new materials in Hawai'i's beautiful native language, and offers a sincere mahalo nui to all those who participated in the development of Lau Kukui.

CHARLES G. CLARK
Superintendent

ACKNOWLEDGMENTS

The Department of Education, Office of Instructional Services, wishes to express sincere thanks and appreciation to Larry Kauanoe Kimura for his many efforts as coordinator of the project which produced Lau Kukui.

Larry Kimura, in turn, extends grateful recognition to the native drillmaster participants of the teacher-drillmaster workshop held from July 24 to August 17, 1978. Their invaluable assistance has added greatly to the reliability of the language used in the readings. The native speaker drillmasters not only served as consultants in the appropriate use of the Hawaiian language but also wrote several of the readings themselves. Mahalo nui to Mrs. Sarah Nākoa, Mrs. Malia Craver, Mrs. Ruth Ah Nee, Mrs. Agnes Wright and Mrs. 'Aina Keawe.

The teachers who participated in the teacher-drillmaster workshop must be commended for writing most of the readings. A lot of time was put into creating the ideas, and a great deal of hard work was employed to render these ideas into reading lessons for the second-year high school Hawaiian language learner. Mahalo nui to Mrs. Marjorie Woodrum, Ms. Lurline Nāone, Mr. Lokomaika'i Snakenberg, Mr. Byron Cleeland and Mr. Keoni Du Pont.

A special mahalo to both Dr. William Wilson and Mr. Byron Cleeland for proofreading. This was an urgent task in view of the new spelling criteria which have been established and adopted by the 'Ahahui 'Ōlelo Hawai'i.

Congratulations to all participants of this Hawaiian language teacher-drillmaster workshop, the first of its kind, of which this reader, Lau Kukui, has been a direct result. It is hoped that Lau Kukui will provide invaluable assistance in the instruction of the Hawaiian language.

Lau Kukui

Teacher's Guide

TO THE TEACHER:

HOW TO USE LAU KUKUI

Lau Kukui is divided into two sections. The first section is the teacher's guide. It includes an introduction to teachers and a complete set of lessons for each reading containing (1) content emphases for each lesson, (2) Ho'oma'ama'a, or exercises with keys, and (3) other suggested individual or class activities. Teachers can easily find the reading corresponding to the lesson in the teacher's guide by matching the Roman numeral of the lesson with the Roman numeral of the reading.

The second section of Lau Kukui consists of an introduction to students, the twenty readings which make up the main body of the reader, the grammar sections, and the glossary.

Because Lau Kukui is a looseleaf volume, teachers will find it convenient to pull out pages as they need them to make copies for their students. Teachers will also be able to insert their own creative teaching ideas in appropriate places in the teacher's guide as they use the readings with their classes.

Introduction to the Teacher's Guide

Lau Kukui is a Hawaiian Language reader written primarily for second-year high school Hawaiian language classes, but it may also be used in college or private classes of equivalent or advanced levels. It should be used as a supplement to classroom lessons in order to reinforce and to broaden the understanding of the language as used in various contexts. The symbolic meaning of the title, Lau Kukui, exemplifies this objective of providing an avenue to grow and expand in language learning.

The Hawaiian word lau means leaf, but it also means a volume of quantity, numerous, or expansive. Kukui is the candlenut tree which is the official tree of the State of Hawai'i. Kukui can also mean light or torch and denotes guidance and learning. So it is evident that Lau Kukui should not be taken literally as the kukui leaf. Its meaning must be further delved into for clearer understanding in the wide expanse of learning.

You will notice that there is a wide range of topics contained within the twenty readings. This is to reemphasize that Hawaiian should be encouraged in every aspect of our lives and not be limited to Hawaiiana. The most natural and effective way to learn a language is by using it. Therefore, everything that we do is within the scope of Hawaiian language usage.

Native speakers contributed some of the writings and were assisted by Department of Education, University of Hawai'i and private high school Hawaiian language instructors. The other

writings were done by the teachers, and these were checked by the group of native speakers as part of the drill master-teacher workshops held from July 24 to August 17, 1978. This check furnished an invaluable reliability in providing for a standard Hawaiian.

The teacher's guide for Lau Kukui provides a complete set of lessons for each reading. Each set includes the following: Content emphases for each lesson which designate what items are being given special attention; Ho'oma'ama'a, or exercises, and their keys; and other suggested activities. Most readings also have a pilina'ōlelo, or grammar section, where explanations of the content emphases are expanded in order to furnish a better understanding of the grammatical aspects.

The glossary in the back of the book is arranged alphabetically according to the Hawaiian alphabet: A, E, I, O, U, H, K, L, M, N, P, W. In alphabetizing the glossary according to the Hawaiian alphabet, the 'okina (') and kahakō (¯) have been treated in the following manner: If two words are identical except for the use of an 'okina or kahakō, then the word without any markings will come first, followed by the word with the kahakō and then with the 'okina. For example, 'aina comes before 'āina in the glossary, and ala comes before 'ala.

Definitions are footnoted whenever needed to provide English translations for phrases that otherwise might be difficult to understand or locate in the glossary. Of course, some of these phrases may already be familiar to students.

The student's copy of Lau Kukui contains only the readings, the grammar section and the glossary. Each reading is recorded on tape, which provides possibilities for further use in the language lab. Many instructors of Hawaiian are not native speakers of the language, and they will appreciate having the readings read by a native speaker in order to provide reliable pronunciation, expression, intonation and phrasing.

The teacher should not depend on the recordings, however, to instruct the students in acquiring the language reading skills. The tape recording will serve mainly as a model. The teacher must still conduct the readings with the class. Reading in chorus after the instructor is an effective initial approach to a new reading.

Generally, however, the language teacher will recognize how to conduct the class most effectively according to the needs of each class. Only when the reading has been learned confidently should the teacher quiz the class with the exercises provided. The exercises do not measure oral-aural learning. This the teacher must be aware of through his or her own means. The exercises stress the content emphases and content understanding. Instructions for the exercises should be clearly understood by the teacher before they are assigned to the students.

The order of the twenty readings should not hinder the instructor from using any reading as needed. The arrangement of the lessons was based on the sequence of lesson objectives as generally taught presently by high school Hawaiian language

instructors, but the order of the readings bears no relevance to sequential or step-by-step learning.

It should also be noted that the spelling used in these lessons is in accordance with recommendations of the 'Ahahui 'Ōlelo Hawai'i spelling project of 1978.

We hope Lau Kukui will provide an enjoyable way to advance in Hawaiian language learning, and we trust it will be helpful in your efforts to teach the Hawaiian language.

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I. Ka 'Ohana o Kalāhanohano

Content Emphases:

1. Presentation of a simple mo'okū'auhau (genealogy).
2. Vocabulary pertaining to the 'ohaha.
3. Exercises discriminating between the possessive O versus A.

Keys:

Ho'oma'ama'a I:

1. a
2. o
3. a
4. o
5. a
6. o
7. a
8. o
9. a

Ho'oma'ama'a II:

1. Kalāhanohano
2. 'O . . . kāne
3. o
4. Noelani . . . o
5. kupuna wahine . . . 'Iwalani
6. makua kāne
7. keiki kāne
8. wahine
9. 'o . . . o
10. 'Iwalani . . . o
11. hoaaloha . . . Kalāhanohano
12. kaikunāne
13. Maile
14. makua kāne
15. 'O . . . ka . . . Keali'i

Ka 'Ohana o Kalāhanohano

Ho'oma'ama'a III:

1. 'O Kalāhanohano ke kaikunāne o 'Iwalani.
2. 'O Maile ka wahine a Kekoa.
3. 'O Noelani ka makuahine o 'Iwalani.
4. 'O Keali'i ke keiki kāne a Kekoa.
5. 'O Keali'i ka makua kāne o Kalā.
6. 'O 'Ilima ka hoaaloha o 'Iwalani.
7. 'O Kalā ka mo'opuna kāne a Kekoa.
8. 'O Keali'i ke kāne a Noelani.
9. 'O 'Iwalani ka mo'opuna wahine a Maile.
10. 'O Kekoa ke kupuna kāne o Kalāhanohano.
11. 'O 'Iwalani ke kaikamahine a Keali'i lāua 'o Noelani.
12. 'O Maile ke kupuna wahine o Kalā lāua 'o 'Iwalani.
13. 'O 'Iwalani ke kaikuahine o Kalāhanohano.
14. He kaikuahine ko Kalā.
15. He makuahine ko 'Iwalani.
16. He makua kāne ko Keali'i.
17. He kaikunāne ko 'Iwalani.
18. He kaikamahine kā Noelani.
19. He mo'opuna kāne kā Kekoa.
20. He keiki kāne kā Maile.

Suggested Activities:

1. Have the students prepare their own family genealogy for several generations so that they may ask one another questions about the family in Hawaiian using the models presented in this lesson. (Note: For more than just a simple genealogy, Pedigree Charts are available from the local Mormon church. The teacher might ask one of the students in class to obtain a sample so that students can see how to set up a truly complete mo'okū'auhau.)
2. After the students have practiced orally the patterns relating to the possessive in dealing with family members, they should write a comprehensive paragraph or composition describing their own family situation. Some additional vocabulary will probably have to be added by the teacher to cover specific relationships not mentioned in this lesson.

II. Hina

Content Emphases:

1. The use of ma as by, through or via.
2. The use of i as the common noun object marker.

Keys:

Ho'oma'ama'a I:

1. (the) house
2. (this) pig
3. (the) boy
4. (your own) blanket and pillow
5. (the) beans

Ho'oma'ama'a II:

1. Mahalo ka po'e i ka mahina i ka pō.
2. (Ua) 'ike kākou i ka mahi'ai i/ma ke kīwī.
3. E hoʻokani ana 'o Mat i ka 'ukulele i ka lā 'apopō.
4. E lawe i ka i'a i kou makuahine.
5. E heluhelu i ka puke a e unuhi i nā māmala'ōlelo.

Ho'oma'ama'a III:

1.

3.

5.

Hina

Ho'oma'ama'a IV:

1. E hele ana 'oe ma ke ka'a a i 'ole ma ka mokulele?
2. E 'ai i ka i'a ma ko lākou po'o.
3. Heluhelu lāua ma ka hola.
4. Ua hele au ma ka moku i Ni'ihau.
5. Ke helu nei/E helu ana mākou ma ka 'umi.

Suggested Activities:

1. Bring a Hawaiian calendar to class to go over with the students.
2. Assign your musically inclined students to come up with a tune for the lyrics in the reading.
3. Quiz your class in Hawaiian about the first moon landing. What were the astronauts' names? What year did the landing take place? What was the name of the space craft? etc.

III. He Lā Pa'ahana

Content Emphasis:

Telling time.

Keys:

Ho'oma'ama'a I:

The hands should be drawn in the clocks to indicate the following times:

1. Six o'clock.
2. Ten minutes before three.
3. Twenty minutes after seven.
4. Fifteen minutes to two.
5. Quarter after four.
6. Eight thirty.

Ho'oma'ama'a II:

The facts in the answers to the personal questions (1 through 4) will vary with each student.

1. Hele au i ke kula i ka hola 'ehiku.
2. 'Ai au i ka 'aina ahiahi i ka hola 'eono.
3. 'Ae, makemake nō au e hele i McDonald's.
4. He mea 'ono ka'u mea 'ai puni.
5. Māluhiluhi 'o Noelani no ka nui o ka hana ma ke kula.
6. He makemakika kā Noelani papa hope loa.
7. 'A'ole 'o ia makemake i ka makemakika no ka mea he pa'akikī paha.

Practice

1. Hola 'ehā.
2. Hapahā i hala ka hola 'eono.
3. 'Elima minuke ma mua o ka hola 'ekahi.
4. Hola 'ehiku.
5. Hapalua hola 'eono.
6. He 'umi minuke i hala ka hola 'umikūmālua.
7. Hapahā i hala ka hola 'eiwa.

IV. Ma Hope o ke Kula

Content Emphases:

1. The verb hiki, to be able to/can, using pronoun, common and proper noun subjects.
2. Negative declarative sentences using 'a'ole hiki and negative imperative sentences using mai + verb.
3. Adverbial phrases constructed with me ka.
4. Compound verb-object forms in the exercise sentences.

Keys:

Ho'oma'ama'a I:

1. a. Hiki iā Kapono ke he'e nalu. b. Kapono can surf.
2. a. Hiki i nā keiki ke hele i kahakai. b. The kids can go to the beach.
3. a. Hiki iā Noelani ke kalaiwa i ke ka'a. b. Noelani can drive the car.
4. a. Hiki ia'u ke nānā kīwī? b. Can I watch TV?
5. a. A'ole hiki iā ia ke ho'opau i ka hana. b. He/she can't finish the work.

Ho'oma'ama'a II:

1. Hiki iā ia ke mele iā "Hawai'i Aloha."
2. Hiki ia'u ke kalaiwa ka'a.
3. Hiki iā 'oe ke hele i ka hale kū'ai?
4. Hiki iā lāua ke ho'onani i ka lumi?
5. Hiki i ke kanaka ke kaha ki'i.
6. Hiki iā ia ke hula maika'i.
7. Hiki i ka haumāna ke ho'oponopono i ka hewa?
8. Hiki i nā keiki kāne ke hoe wa'a?

9. Hiki iā lākou ke heluhelu i ka mo'olelo ma ka 'ōlelo Hawai'i.
10. Hiki iā kākou/mākou ke pā'ani kinipōpō.
11. Hiki iā lākou ke ma[illegible]opo.
12. Hiki iā Noelani ke he'e nalu?
13. Hiki i ke keiki li'ili'i ke kākau.
14. Hiki iā 'oukou ke 'ōlelo Hawai'i?
15. Hiki iā Kekoa ke pane i ka nīnau.
16. Hiki iā Kalei ke holo 'āwīwī.

Suggested Activity:

Have students write a brief paragraph about what they do after school.

V. Ka 'Ahu'ula

Content Emphases:

1. Reinforcing the learning of na, nāna, no, nona.
2. Vocabulary on the feather cloak.

Keys:

Ho'oma'ama'a I:

1. Na ka po'e kāpili manu i ki'i i nā hulu.
2. No Kamehameha wale nō ka 'ahu'ula me nā hulu melemele.
3. No ka manu 'ō'ō mai ka hulu 'ele'ele.
4. Na ka po'e haku hulu i haku i nā hulu no ka 'ahu'ula.
5. Nāna paha i kauoha a i 'ole paha na kekahi po'e 'ē a'e.
6. Na kekahi po'e e ho'ā'o nei i ka hana 'ahu'ula i kēia mau lā.
7. No ka mea, ua make loa ka nui o nā manu Hawai'i.

Ho'oma'ama'a II:

1. No nā ali'i nā 'ahu'ula.
2. Nāna kēlā kakā.
3. Na nā haku hulu/Na ka po'e haku hulu kēia mau hulu mamo.
4. No ka 'i'iwi mai ka hulu 'ula'ula.
5. Na lākou e hopu i nā manu.
6. Na kākou e ho'iho'i i nā hulu.
7. Nona kēia 'ahu'ula.

Ho'oma'ama'a III:

Note that these translations may vary. It is accuracy in meaning that you want.

Ka 'Ahu'ula

1. Na ka 'eleu mikimiki nāna e* ka lawe lilo.

   It's the quick and the alert who takes/gets everything.

   Song title: "'Eleu Mikimiki"

2. Na ke Akua e mālama mai iā 'oe.

   May God take care of you.

   Song title: "Hawai'i Aloha"

3. Nāna nō i 'ulupā (i)+nā pae moku.

   He conquered all the islands (the main group of islands).

   Song title: "Nā Ali'i"

4. No Puna ke 'ala i hali 'ia mai.

   It's from Puna that the fragrance is carried here.

   Song title: "Hi'ilawe"

5. He punahele nō 'oe na ka makua.

   You are a favorite of the parent(s).

   Song title: "He Punahele Nō 'Oe"

Suggested Activities:

1. For exercise 3, it would be ideal if students could do this in the lab with a time limit. If not, the teacher could conduct this lab atmosphere in the classroom. To add to the lesson, the teacher can ask to see how many can recognize the song title from which the lyrical lines are taken. For fun, perhaps the class can be divided into two teams to see which side gets the most points.

---

* e is a marking device used in songs mainly preceding a topic or noun.

+ i object marker has the option of being left out in a na structure as has occurred in this song lyric.

2. Drill the students on items available in the classroom or in the vicinity and ask whose it is ("Na wai?" or "No wai kēlā/kēnā/kēia?") while pointing at the item and/or saying its name.
3. Test the students on their understanding of the A and O class general rule by asking why na or no is used preceding the thing receiving the assignment. (See Pilina'ōlelo.)

VI. He Kama'ilio ma ke Kahua Mokulele

Content Emphases:

1. When--past and future: ināhea, āhea.
2. New vocabulary.

Keys:

Ho'oma'ama'a I:

1. Āhea 'oe e hele ai i ke kula?
2. Ināhea i ha'alele ai ke kupuna kāne a me kāna mo'opuna i ka hale kū'ai?
3. Ināhea i hō'ea ai kou hoaaloha?
4. Āhea e pae ai ka mokulele ma ke kahua mokulele?
5. Āhea 'o ia e kū'ai ai i ka 'aka'akai poepoe?

Ho'oma'ama'a II:

1. Āhea 'oe e lawe mai ai i ka ukana?
2. Ināhea i 'ai ai ke keiki i nā mea 'ai 'ono?
3. Ināhea lāua i hopu ai i ka i'a?
4. Āhea e ha'alele ai ka mokulele?
5. Ināhea i hō'ea ai nā pua?

VII. Furō

Content Emphasis:

The use and construction of the passive voice in Hawaiian.

Keys:

Ho'oma'ama'a I:

1. E 'ai 'ia ana ka mea'ai e lākou.
2. Ua 'ōlelo 'ia ka 'ōlelo Kepanī e ka po'e.
3. Kū'ai 'ia kekahi mau penikala e ia.
4. Lawe 'ia mai nā puke e lāua.
5. E holoi 'ia ana ka pēpē e a'u.

Ho'oma'ama'a II:

1. 'a'ole
2. 'a'ole
3. 'ae
4. 'ae
5. 'a'ole

Ho'oma'ama'a III:

1. iā ia
2. po'e
3. lumi
4. ma kēia
5. i kēia 'ano

Suggested Activities:

1. Play the game: Each student writes a sentence in the active voice in Hawaiian on a small piece of paper. The papers are placed in a box, and the class divides into two teams. The first player draws a slip, reads the sentence aloud, and writes it on the blackboard as it is on the paper. The class decides if the sentence is correct. If they agree that it is, the student must then write the sentence in the passive voice. If the sentence is correct, the student gets two points for the team. If it is not correct, the first player on the other team has a chance to correct it for one point. The game is over when each student has had a turn at the board, and the team with the most points wins.

2. Have the students make a list, or a collage, or a report, or a collection of pictures of other significant cultural ties between Hawai'i and other countries such as England, Samoa, Tahiti, Korea, China, Vietnam, etc.

VIII. 'O Ko'u Kaikunāne, ka Lawai'a

Content Emphases:

1. Use of loa'a.
2. Some vocabulary pertaining to sea life.

Keys:

Ho'oma'ama'a I:

1. Ua loa'a ka 'aihue i ka māka'i.
2. Ua loa'a iā 'oe kāu kālā?
3. E loa'a ana i ke kumu nā puke.
4. Ua loa'a ka he'e i ka lawai'a.
5. Loa'a ka manō ma ka mākeke 'o Tamashiro.

Ho'oma'ama'a II:

1. Ua wehe 'ia ka 'ala'ala mai ka he'e mai.
2. 'A'ole 'o ia he lawai'a maika'i.
3. He manō, he hīhīmanu a he puhi nā mea 'ekolu.
4. Ua ho'ohuihui 'ia ka he'e me ka 'ala'ala, ka nīoi, ka 'inamona, ka pa'akai a me ka limu.
5. 'Ae, he ho'opau manawa.

Ho'oma'ama'a III:

1. He i'a.
2. He puhi.
3. He wana.

4. He ula.
5. He manō.

Suggested Activities:

1. Have students prepare a Hawaiian seafood dish and explain the method of preparation in Hawaiian.
2. Have students make a bulletin board display showing things from the sea and naming them in Hawaiian.

IX. He Leka maiā Ka'ohuokalani mai

Content Emphases:

1. Relative time phrases: now, today, all day, all night, every day, tomorrow, day after tomorrow, next week, week after next, last night, yesterday, day before yesterday, last week, late at night.
2. Letter salutations and closings.
3. The use of the word kauhale without a determiner preceding it.

Keys:

Ho'oma'ama'a I:

1. Ua hele aku 'o Kua'ana i kahakai i nehinei a ia lā aku.
2. E hele ana au i ke kulanui i kēia makahiki a'e.
3. I ka pō nei, ho'i mai 'o ia i kauhale i ke aumoe.
4. Ua kalaiwa mākou i ke kahua mokulele i kēlā mahina aku nei.
5. E 'ike ana 'o Kanoe i kona kaikuahine i kēia pule a'e a ia pule aku.

Ho'oma'ama'a II:

Answers will vary; possible answers are suggested below:

1. Aloha kāua e ku'u hoaaloha
   'O wau nō
2. Aloha kākou e Pāpā mā
   Me ke aloha
3. E ka Meia 'o_____, aloha 'oe
   'O au nō me ka ha'aha'a

He Leka maiā Ka'ohuokalani mai

Ho'oma'ama'a III:

1. 'a'ole
2. 'ae
3. 'a'ole
4. 'ae
5. 'a'ole
6. 'a'ole
7. 'ae

Ho'oma'ama'a IV:

1. nehinei
2. kēlā makahiki aku nei
3. nehinei a ia lā aku
4. kēlā mahina aku nei
5. kēia pule a'e a ia pule aku
6. 'apōpō a ia lā aku
7. ka pō nei
8. nehinei a ia lā aku
9. kēlā mahina aku nei
10. kēlā mahina aku nei

Suggested Activities:

1. Give a vocabulary/spelling quiz on phrases referring to time relationships. Include such phrases as "the other day" (i kēlā lā aku nei) and "last Wednesday" (i kēlā po'akolu aku nei or i ka po'akolu aku nei) to see if the students are able to figure out how to construct phrases which have not been

specifically introduced in this lesson.

2. Have each student write a letter in Hawaiian to a friend. In these letters students should tell about what they have been doing in their Hawaiian language class and what they are planning to do in the near future.
3. Have a group of students prepare a brief report for the class about the island of Kaua'i. They could tell something about each of the places mentioned in the letter from Ka'ohuokalani.

X. Kō'elepālau

Content Emphases:

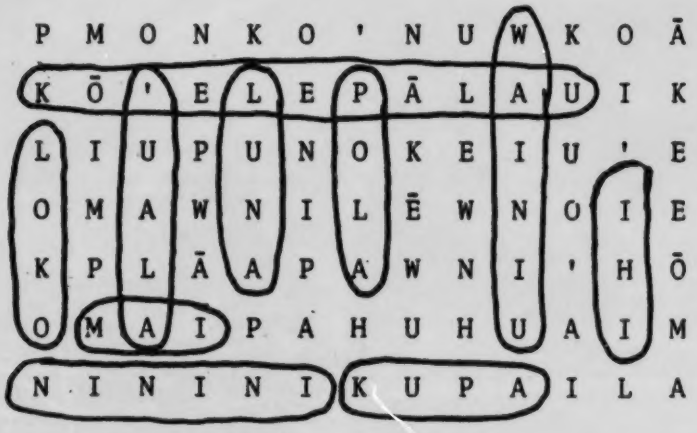
1. The positive and negative imperatives.
2. Making kō'elepālau and the vocabulary used.

Keys:

Ho'oma'ama'a I:

1. E lawe mai ('oe) i ka wai niu.
   Mai lawe mai ('oe) i ka wai niu.
2. E ninini ('oe) i ka wai i loko o ka pola.
   Mai ninini ('oe) i ka wai i loko o ka pola.
3. E kupa ('oe) i ka 'uala, e Kanoe.
   Mai kupa ('oe) i ka 'uala, e Kanoe.
4. E ho'opē ('oe) i ka 'uala ma luna o ka pākaukau.
   Mai ho'opē ('oe) i ka 'uala ma luna o ka pākaukau.
5. E 'ai ('oe) i ke kō'elepālau.
   Mai 'ai ('oe) i ke kō'elepālau.

Ho'oma'ama'a II:



Kō'elepālau

Suggested Activities:

1. Have students and/or the teacher prepare kō'elepālau in class.
2. Have students try preparing kō'elepālau for their families.
3. Have students attempt to either write or explain another Hawaiian recipe in Hawaiian.
4. Do a bulletin board display showing the preparation of a Hawaiian dish.

XI. Ke Kikowaena Kū'ai 'o Alamoana

Content Emphases:

1. The use of the word loko meaning in, inside, within, or interior.
2. The prepositions i, o, ko, ma, mai, no, iā before the word loko.

Keys:

Ho'oma'ama'a I:

1. ma/i loko o ka hale
2. ma/i loko o ka hale 'aina
3. ma/i loko o Woolworth
4. ma/i loko o ka hale kū'ai
5. ma/i loko o Liberty House

Ho'oma'ama'a II:

1. o loko o nā hale
2. o loko o nā hale kū'ai
3. o loko o nā hale 'aina
4. o loko o Woolworth
5. o loko o Liberty House

Ho'oma'ama'a III:

1. mai loko (mai) o ka hale
2. mai loko (mai) o ka hale 'aina
3. mai loko (mai) o ka hale kū'ai
4. mai loko (mai) o Woolworth
5. mai loko (mai) o Iāpana

Ke Kikowaena Kū'ai 'o Alamoana

Ho'oma'ama'a IV:

1. iā loko o ka hale
2. iā loko o ka hale kū'ai
3. iā loko o Shirokiya
4. iā loko o ka hale 'aina
5. iā loko o Liberty House

Ho'oma'ama'a V:

1. no loko o ka hale
2. no loko o ka hale 'aina
3. no loko o Woolworth
4. no loko o ka hale kū'ai
5. no loko o Iāpana

Ho'oma'ama'a VI:

1. ko loko o ka hale
2. ko loko o kēia hale kū'ai
3. ko loko o ka hale 'aina
4. ko loko o Liberty House
5. ko loko o Woolworth

Ho'oma'ama'a VII:

1. ma/i loko o ka haīe
2. ma/i loko o kēia hale kū'ai
3. ma/i loko o ka hale 'aina
4. ma/i loko o Liberty House
5. ma/i loko o Woolworth

Ke Kikowaena Kū'ai 'o Alamoana

Ho'oma'ama'a VIII:

1. i
2. o/i/ma
3. mai
4. iā/i
5. o/i
6. ko

XII. Kekaimālie

Content Emphases:

1. The verb lilo used to mean "to win."
2. The various forms of the demonstrative sentence starting with "That is . . . " plus names, adjectives, and predicate nominatives.
3. Vocabulary pertaining to a favorite sport of high school students--canoe paddling.

Keys:

Ho'oma'ama'a I:

1. Aia 'o Kekaimālie i luna o ka wa'a.
2. Ke hoe wa'a nei 'o ia.
3. Ikaika nō 'o ia.
4. Ke ho'oma'ama'a nei lākou i kēia manawa no ka heihei wa'a mai Moloka'i a hiki i O'ahu.
5. I kēlā makahiki aku nei, ua lilo ke kūlana 'ekahi i kekahi hui o Kahiki.
6. 'Ano hilahila nā hui Hawai'i.
7. Ho'oikaika lākou i ka ho'oma'ama'a 'ana.
8. Hoe wa'a lākou i nā 'auinalā a pau.
9. Hoe wa'a lākou i ke kai kū'ono 'o Kailua mai ka lae 'o Lanikai a hiki i ke kahakai 'o Kākela.
10. Ke ho'omau nei lākou i kēia hana no'eau a nā Hawai'i o ke au kahiko.

Ho'oma'ama'a II:

1. Nui kēlā.
2. Mamao kēlā.
3. Lō'ihi kēlā.
4. Pa'akikī kēlā.
5. Kahiko kēlā.
6. No'eau/Akamai kēlā.
7. Hilahila kēlā.
8. Ikaika kēlā.

Ho'oma'ama'a III:

9. He wa'a kēlā.
10. He lālā kēlā.
11. He hoe kēlā.
12. He wa'a heihei kēlā.
13. He wa'a heihei koa kēlā.
14. He heihei kēlā.
15. He hui Kahiki kēlā.
16. He heihei lō'ihi kēlā.
17. He kai kū'ono kēlā.
18. He kahakai kēlā.
19. He 'ōpio Hawai'i kēlā.
20. He hana no'eau kēlā.

Kekaimālie

Ho'oma'ama'a IV:

1. Ha'aheo nā 'ōpio Hawai'i.
2. Ikaika maoli nō 'o ia.
3. He 'umi mile ka lō'ihi o ka heihei.
4. He 'umikūmāono kapua'i ka lō'ihi o ka wa'a.
5. I kēlā makahiki aku nei, hoe wa'a 'o ia i nā 'auinalā a pau.
6. I kēlā pule aku nei, 'a'ole lākou i ho'oma'ama'a i nā 'auinalā a pau.
7. I kēia makahiki, ua lilo ka heihei i ka hui Hawai'i.
8. Ua hoe lākou mai ka hola 'ewalu o ke kakahiaka a hiki i ka hola 'umikūmālua o ke awakea.
9. Noho lākou a pau kokoke i ke kai kū'ono 'o Kailua.
10. Makemake 'o Kekaimālie e hoe wa'a.

Suggested Activities:

1. Using basic structures and vocabulary in the reading, let students write a free composition concerning their own paddling experiences. Keep it short and simple.
2. Encourage artistic students to draw a Hawaiian racing canoe and to label all the parts correctly. This will require either research and/or the the interviewing of knowledgeable Hawaiian speakers.
3. Suggest to more out-going students to put together an oral description of a canoe race like a sports broadcast for class presentation.
4. Encourage a student to bring a model of a racing canoe to class and to describe it in Hawaiian.
5. The following are some suggested readings:

Tales of Old Hawai'i, Russ and Peg Apple, The Honolulu Star-Bulletin:

a. "The Canoe Birds " (a legend), March 18, 1972.

b. "Ancient Sport Revived" (includes sketch with Hawaiian names), July 1, 1972.

c. "Canoe Racing Today," July 8, 1972.

d. "Koa Canoes for the Brave," April 20, 1974.

e. "A Hull Design for Every Race," May 4, 1974.

f. "Canoe Racing in Tahiti," May 7, 1976.

g. "Outrigger Canoe Club," September 23, 1977.

h. "Inter-Isle Canoeing," November 11, 1977.

XIII. He Keiki Pōmaika'i nō Wau

Content Emphases:

1. Possessive adjectives.
2. Vocabulary relating to pastimes.

Keys:

Ho'oma'ama'a I:

1. Polū ka'u lole puni.
2. Aia i hea kona papa he'e nalu?
3. Ke 'ōlelo nei 'o ia i kona makuahine.
4. Lō'ihi loa kā mākou kumu.
5. Makemake au i ko lāua ka'a.
6. Ua pau kāu hana.
7. 'O wai ko lākou inoa?
8. Pehea kā kāua mau keiki?
9. E hā'awi mai i kā mākou puke.
10. Ikaika ko 'olua makua kāne.

Ho'oma'ama'a II:

(Answers may vary according to the student.)

1. Nui ka lokomaika'i o ko Kanoa 'ohana iā ia.
2. 'O "E Ku'u Morning Dew" ka inoa.
3. E hana ana 'o ia i ka hale hana halakahiki.
4. Makemake 'o ia e kū'ai i kekahi ka'a.
5. Hele 'o ia e he'e nalu i Mākaha.
6. 'Ae, he'e nalu au ma Waikīkī.
7. 'Ae, he laikini kalaiwa ka'a ko'u.

8. Ho'olohe au i ke kahua lekiō 'o KKUA.
9. He 'umikūmāhiku o'u makahiki.
10. 'A'ohe a'u pāleo puni.

Ho'oma'ama'a III:

1. our (2 excl.) radio
2. my money
3. his/her driver's license
4. our (2 incl.) gift
5. their (3+) house
6. your typewriter
7. their (2) mother
8. your (2) record
9. our (3+ excl.) surfboard
10. your (3+) letter

Suggested Activities:

1. Have the students write a short composition about their favorite pastime(s).
2. Have students prepare an exhibit on contemporary Hawaiian music or singers.
3. Advanced students may select a Hawaiian song from a record and transcribe its lyrics.

XIV. Ka Pule 'ana

Content Emphases:

1. The aspects of a prayer.
2. Prayer composition.
3. Prayer vocabulary.

Keys:

Ho'oma'ama'a I:

1. No Keoki kēia pā'ina.
2. No ka lā hānau mua o Keoki.
3. 'O Kanamu a me Loke Nāhinu.
4. a) No kona ho'opōmaika'i 'ana mai.
   b) No ka na'auao a me ka ikaika.
   c) No ka ho'opōmaika'i 'ana i ko Keoki mau mākua.
   d) No ke kōkua a me ke alaka'i 'ana i ke keiki kāne i ke ala pono.
   e) No ke kia'i 'ana i ka po'e i ko lākou ho'i 'ana.
5. Almighty power

Ho'oma'ama'a II:

(This exercise will vary from student to student.)

Suggested Activities:

1. Teachers may suggest special occasions to the students and let them try to compose their own prayers to fit the situation.
2. Have students say a prayer at home for the family, then get feedback from the parents and students.
3. Students could all take turns in saying a short prayer at the beginning of class each day.

XV. I Loko o ke Awāwa 'o Moanalua

Content Emphases:

1. Review of the locatives: luna, lalo, mua, hope, loko, waho, kai, uka, waena, ka 'ao'ao 'ākau, ka 'ao'ao hema.
2. Cultural readings containing some place names pertaining to Moanalua Valley, O'ahu.

Keys:

Ho'oma'ama'a I:

1. 'a'ole
2. 'ae
3. 'a'ole
4. 'ae
5. 'a'ole

Ho'oma'ama'a II:

1. Aia ka 'īlio ma/i mua o ke ka'a/kalaka 'ōpala.
   Aia ka 'īlio i/ma ka 'ao'ao hema o ke ka'a/kalaka 'ōpala.
2. Aia ka pōpoki ma/i lalo o ke ka'a/kalaka 'ōpala.
3. Aia nā kānaka 'ohi 'ōpala ma/i hope o ke ka'a/kalaka 'ōpala.
   Aia nā kānaka 'ohi 'ōpala ma/i ka 'ao'ao 'ākau o ke ka'a/kalaka 'ōpala.
4. Aia ke kaikamahine i/ma loko o ka hale.
5. Aia ke kinipōpō ma/i waena o nā kini 'ōpala.

I Loko o ke Awāwa 'o Moanalua

Ho'oma'ama'a III:

1. Aia ke kahawai ma waena o ke awāwa.
2. Aia 'o Waiola i uka o ka Pōhakuluahine.
3. Aia nā ki'i pōhaku ma luna o ka pōhaku nui.
4. 'A'ole hiki ke ho'okū i ke ka'a i loko o ka pā paukū kaula hao.
5. No ka nui o ka ua, ua kali 'o ia ma lalo o ka uapo.

Suggested Activities:

1. Encourage the students to take a hike into Moanalua Valley and then write their own short compositions on where they hiked, what plants they could identify, and/or the places they could identify from the place names in the reading. Further information on place names and flora in the valley may be obtained from the Moanalua Gardens Foundation.
2. Play a guessing game in class in which a person selects an object to be guessed. The students may only ask questions using locative phrases, e.g., Aia ma luna o ka pākaukau? or Aia i loko o ka waihona puke? The person may only answer with 'ae or 'a'ole until the object is guessed, at which time the guessing student says the name of the object in Hawaiian, and the person acknowledges the guess as pololei or 'a'ole pololei.

XVI. 'O Hawai'i, ka Moku'āina Kanalima

Content Emphases:

1. Geographical vocabulary about Hawai'i and the world.
2. Construction and use of comparative and superlative adjectives.

Keys:

Ho'oma'ama'a I:

1. 'ae
2. 'a'ole
3. 'a'ole
4. 'ae
5. 'a'ole
6. 'a'ole

Ho'oma'ama'a II: (These answers may be in a different order.)

1. 'O Lādana ke kapikala o Pelekāne.
2. 'O Palisa ke kapikala o Palani.
3. 'O Mokekao ke kapikala o Lūkia.
4. 'O Tōkio ke kapikala o Iāpana.
5. 'O Wakinekona ke kapikala o 'Amelika Hui Pū 'Ia.

Ho'oma'ama'a III:

A. The comparative

1. 'Oi aku ka li'ili'i o Lāna'i ma mua o Maui.
2. 'Oi aku ka lō'ihi o ke kumu niu ma mua o ka pū hala.
3. 'Oi aku ka nui o ka po'e māka'ika'i ma Waikiki ma mua o Ni'ihau.
4. 'Oi aku ka nui o ka makani o Kāne'ohe ma mua o 'Aiea.

B. The superlative (The choices of names will be different, but all of the answers should be the same pattern as the first answer which is provided in the exercise.)

Suggested Activities:

1. Have a spelling bee using the new vocabulary of the reading.
2. Play a game using the capital cities of the fifty states, or the capital cities of countries. For example, the teacher or a student asks, 'O wai ka inoa o ke kapikala o Kaleponi? The first student who answers correctly, 'O Sacramento ke kapikala o Kaleponi, gets a point for his/her team.
3. To practice the comparative and superlative adjective forms, have the students write a short composition comparing members of the class, or members of their family, or some of their friends, or different animals, etc. Post the best compositions on the bulletin board.

XVII. Kinipōpō Peku Wāwae

Content Emphases:

1. Reinforcement of the use of the verb markers in present, progressive, future, past, imperative, passive in past, passive in present.
2. Vocabulary on certain aspects of a football game.

Keys:

Ho'oma'ama'a I:

1. The teams are entering onto the playing field.
2. They are being led by their mascots.
3. Keoki will guard for Kamanamana./Keoki is guarding for Kamanamana (happens now and continues).
4. They should kick the ball.
5. He was tackled on the twelve-yard line.
6. The quarterback fades back.
7. The ball is hiked.
8. The elephant stood up.

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9. E 'apo 'o Keoki i ke kinipōpō.
10. E 'apo ana 'o Keoki i ke kinipōpō.
11. Ke 'apo nei 'o Keoki i ke kinipōpō i kēia manawa.
12. Ke 'apo 'ia nei ke kinipōpō e Keoki.
13. 'Apo 'o Keoki i ke kinipōpō.
14. 'Apo 'ia ke kinipōpō.
15. Ua 'apo 'ia ke kinipōpō.
16. Ua 'apo 'o Keoki i ke kinipōpō.

Kinipōpō Peku Wāwae

Ho'oma'ama'a II:

1. 1 & 11	4. 2 & 12	7. 6 & 13
2. 8 & 16	5. 5 & 15	8. 4 & 9
3. 3 & 10	6. 7 & 14	

Suggested Activities:

1. Have students chart the last eleven seconds on the blackboard as some students read the line-by-line play.
2. Discuss briefly in Hawaiian whether the quarterback made the right decision during the last eleven seconds.
3. Have a vocabulary quiz on the new football words in Hawaiian.
4. Run through a brief football play in English, charting it on the blackboard, then have the students retell it in Hawaiian.

XVIII. Ka Inoa Waena Lo'ihi Loa ma ka Honua Nei

Content Emphases:

1. The distinction between active and passive voice.
2. Hānau as an active and stative verb.
3. Topic marker 'o and o possessive.

Keys:

Ho'oma'ama'a I:

1. 'O Nā-pua-mōhala-onaona-a-me-ka-wehiwehi-o-nā-kuahiwi-a-me-nā-awāwa-ke-ho'omaka-ke-hō'a'ala-ke-ea-o-nā-'āina-nani-ākea-o-hawai'i-i-ka-wana'ao ka inoa waena lō'ihi loa.
2. Ua hānau 'ia 'o Wana'ao ma ka haukapila.
3. Ua hele mai 'o Saotome no ka ho'okolo 'ana iā Wana'ao no ka hui kīwī Kepanī.
4. Na Al Miyasato mai ke ke'ena o ke kia'āina.
5. No ka puia o ka 'awapuhi a me ka pīkake, ka pā aheahe o ka makani, a me ka wana'ao.

Ho'oma'ama'a II:

1. The mother gave birth to the baby.
2. The baby was given birth to in the hospital.
3. The baby was born on February 21.
4. Wana'ao is being invited by Saotome to go to Japan.
5. Wana'ao will be entertained by the Japanese television network.

Ho'oma'ama'a III:

1. Ua hele 'o Nāpua i Iāpana.

2. 'O Wana'ao ka inoa o ke kaikamahine.
3. E hele ('oe) i ka haukapila 'o Kapi'olani.
4. Ua hele 'o ia i ke ke'ena o ke kauka i ka lā 'ekahi o Iulai.
5. E kali ana au ma mua o ke kulaki'eki'e 'o Roosevelt.

Suggested Activities:

1. Have the students with Hawaiian names ask their parents if there is a story behind their name. If so, have them write a short mo'olelo in Hawaiian telling the story.
2. Have students look in the newspaper for any interesting articles, then have them summarize the article in Hawaiian.

XIX. Limu Kohu

Content Emphases:

1. Exposing students to some colloquial aspects of Hawaiian, such as: the use of ma hope for o, meaning "lest something happen;" kahi for kekahi, meaning the indefinite article "a" or "some;" the omission of the topic marker 'o before the definite article ka and the word kekahi, meaning "moreover" or "besides," when they occur at the beginning of a complete thought; the omission of the preposition i, "in, at," before the indefinite article kekahi when it occurs at the beginning of a thought; the omission of a, "when," when the meaning "when" can be understood from the context, as in Pau kēia hana which in context means "When this is done;" the omission of the verb marker e (imperative) when it occurs at the beginning of a complete thought.
2. Vocabulary on aspects of limu gathering and preparation.
3. Review of some of the grammatical aspects covered at a certain level of second year high school Hawaiian language classes, such as: locatives; topic marker 'o; possessive adjectives; ke, when, if or whenever; A and O class possessives; passive voice; the ka and ke "the" distinction; prepositions mai, i, ma, o, me; verb markers; gerund; hiki meaning can.

Keys:

Ho'oma'ama'a I:

1. 'ae
2. 'a'ole

3. 'ae
4. 'a'ole
5. 'a'ole
6. 'ae

Ho'oma'ama'a II:

1. kāpī
2. 'ai
3. pa'akai
4. pōhaku
5. pi'i
6. 'opihi

Suggested Activities:

1. It is suggested that the teacher use this reading as a review after most of the grammatical items listed under Content Emphases are introduced to the students; the review should include discussion of colloquial language usage versus standard usage.
2. An activity-oriented lesson can be planned, such as identifying and sampling different varieties of Hawaiian limu; visiting a market that carries various Hawaiian limu and identifying them; going to the beach to gather and identify varieties of Hawaiian limu. If the teacher is not knowledgeable about Hawaiian limu, books are available through the library or, even better, invite a native speaker of Hawaiian to visit the class to talk about Hawaiian limu.

XX. Leo Hone o ke Kupuna

Content Emphases:

1. The preposition mai preceding common nouns.
2. Ke, if or when, as in time it will happen and when it does, whenever.
3. Kahi, for ka wahi. Literally "the little," frequently used in emotional language.
4. To expose the students to the feeling of using the locative particle la after a'e, aku, mai and iho.

Keys:

Ho'oma'ama'a I:

1. from the car	1. mai loko o ke ka'a
2. from the pile	2. mai luna o ka paila
3. from the house	3. mai waho o ka hale
4. from the store	4. mai hope o ka hale kū'ai
5. from church/the church	5. mai uka o ka hale pule

Ho'oma'ama'a II:

1. Ua hele au mai ke kula.
2. Ke heluhelu nei 'o Lani mai ka Paipala.
3. Ua hele mai 'o ia mai kou hale?
4. Ua hele mai lāua mai ka mahina/malama.
5. Ua hele mai 'o Boy mai kēlā mokupuni.
6. E lawe i ka penikala mai ka haumāna.

Ho'oma'ama'a III:

1. 'Ike au i ko'u kupuna wahine, ke lohe au i kou kupuna wahine.
2. Ke nānā 'oe i kai, e 'ike ana 'oe i ka 'uhane.
3. Ke ho'omana'o 'o ia i kona kupuna wahine, lohe 'o ia i kona leo.
4. Ke hele 'oe i ke kula, e lawe i kāu mau puke.
5. Ke heluhelu 'oe i ka Paipala, e heluhelu i ka puke 'o Halelū.

Ho'oma'ama'a IV:

1. The mountains are beautiful if you look at them.
   'ae
2. When you see these fishes, you will see their different colors.
   'ae
3. If you see your mother, tell her my mother said hello.
   'ae
4. When the moon is full, it is good for planting.
   'ae
5. It's with such a sweet sound when they call to me.
   'ae
6. If you are so smart, why can't you get an A in Hawaiian?
   'a'ole
7. When did the sun rise?
   'a'ole
8. If I had the chance, I would go.
   'a'ole
9. When are you leaving for Heidelberg?
   'a'ole

10. When he arrived, the work was all done.

    'a'ole

Suggested Activities:

1. Drill the students on reciting the alphabet as presented in the reading. This will "loosen" the mouth and make it "feel" all the major Hawaiian sounds except for the glottal.
2. Bring a Hawaiian Bible and/or hymn book to class. Be sure this is not a family heirloom, as some families have maintained their Hawaiian Bibles from generations back. Select a verse from the Bible to memorize in Hawaiian, or learn to sing a Hawaiian hymn such as "Hawai'i Aloha" or "Kanaka Waiwai."

Lau Kukui

Student Workbook

Introduction

Aloha e ka haumāna:

This book was written especially to provide enjoyment while learning language through reading. Learning will only equal the amount of effort you put into your study, but it is hoped that you will find the readings so interesting that your efforts will be both pleasant and rewarding.

The writing of this book was done by native speakers of Hawaiian and Hawaiian language teachers during a workshop from July 24 to August 17, 1978. Every effort was made to keep in mind the level of your knowledge of the Hawaiian language and also to be sure that the Hawaiian used would be the Hawaiian which native speakers of the language would accept as sounding natural.

Lau Kukui literally means kukui leaf. The kukui is the state tree of Hawai'i and is sometimes called the candlenut tree, because its nuts were used like candles in old Hawai'i. The kernels of the dried nuts were strung on coconut nī'au, or coconut leaf midribs, and then the topmost kernel was lighted and allowed to burn. When the top kernel was nearly burned out, it would light the one below it, and the flame would continue to burn like a candle. Because kukui can mean light, its definition is often expanded to mean guidance and learning.

In Hawaiian the definition of lau, leaf, can also be expanded to mean "a great many." So when we put lau and kukui together, we recognize its additional, or symbolic, meaning as a great expanse of learning.

We hope you will like Lau Kukui and that it will help you to progress in your learning of the Hawaiian language.

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I. Ka 'Ohana o Kalāhanohano

'O Kekoa kēia.

'O Maile kēia.

'O Noelani kēia.

'O Keali'i kēia.

'O Kalāhanohano kēia.

'O 'Iwalani kēia.

'O Kahekili kēia.

'O 'Ilima kēia.

Ka 'Ohana o Kalāhanohano

Aloha kākou!
'O Kekoa ko'u inoa.
'O Kalāhanohano ka'u mo'opuna kāne.
'O 'Iwalani ka'u mo'opuna wahine.
'O au ke kupuna kāne o Kalāhanohano lāua 'o 'Iwalani.
'O Maile ka'u wahine.
'O Keali'i ka'u keiki kāne.
He kanaonokūmālua o'u makahiki.

Aloha!
'O Maile ko'u inoa.
'O au ke kupuna wahine o Kalāhanohano lāua 'o 'Iwalani.
'O Kekoa ka'u kāne.
He kanalimakūmāiwa o'u makahiki.

Aloha kākou!
'O Keali'i ko'u inoa.
'O au ka makua kāne o Kalāhanohano lāua 'o 'Iwalani.
'O Kalāhanohano ka'u keiki kāne.
'O 'Iwalani ka'u kaikamahine.
'O Noelani ka'u wahine.
He kanahā o'u makahiki.

Aloha!
'O Noelani ko'u inoa.
'O au ka makuahine o Kalāhanohano lāua 'o 'Iwalani.
'O Keali'i ka'u kāne.
He kanakolukūmāwalu o'u makahiki.

Ka 'Ohana o Kalāhanohano

Aloha!
'O Kalāhanohano au.
'O Keali'i ko'u makua kāne.
'O Noelani ko'u makuahine.
'O 'Iwalani ko'u kaikuahine.
'O au ke keiki kāne a Keali'i lāua 'o Noelani.
'O Kahekili ko'u hoaaloha.
He 'umikūmāwalu o'u makahiki.

Aloha!
'O 'Iwalani au.
'O au ke kaikamahine a Keali'i lāua 'o Noelani.
'O Kalāhanohano ko'u kaikunāne.
'O 'Ilima ko'u hoaaloha.
He 'umikūmāono o'u makahiki.

Aloha!
'O wai ko'u inoa?
'O Kahekili ko'u inoa.
'O wau ka hoaaloha o Kalāhanohano.
He 'umikūmāhiku o'u makahiki.

Aloha!
'O wai ko'u inoa?
'O 'Ilima ko'u inoa.
'O au ka hoaaloha o 'Iwalani.
He 'umikūmālima o'u makahiki.

Ka 'Ohana o Kalāhanohano

Pilina'ōlelo:

1. In the readings and the exercises, one will find the possessive expressed in three ways:

   a. 'O au ka makuahine o Kalā. — I am the mother of Kalā.

   b. 'O Keali'i ka'u kāne. — Keali'i is my husband.

   c. He kaikuahine ko Kalā. — Kalā has a sister.

2. Since the description of the whole possessive system in Hawaiian is rather complex, this lesson is only designed to supplement what instruction has already been given by the teacher. Students encountering difficulty should discuss their problems relating to the possessives in greater detail with the teacher.

Ka 'Ohana o Kalāhanohano

Ho'oma'ama'a I:

E ho'opihapiha i ka hua'ōlelo o a i 'ole a ma ka hakahaka.

1. 'O Kalāhanohano kēia. 'O wau ke keiki kāne___Keali'i.

2. 'O Noelani kēia. 'O au ka makuahine___Kalā.

3. 'O Keali'i kēia. 'O au ke kāne___Noelani.

4. 'O Kahekili kēia. 'O au ka hoaaloha___Kalā.

5. 'O 'Iwalani kēia. 'O au ke kaikamahine___Keali'i lāua 'o Noelani.

6. 'O Kekoa kēia. 'O au ke kupuna kāne___'Iwalani.

7. 'O Maile kēia. 'O wau ka wahine___Kekoa.

8. 'O 'Ilima kēia. 'O au ka hoaaloha___'Iwalani.

9. 'O Kalā kēia. 'O au ka mo'opuna kāne___Kekoa.

Ka 'Ohana o Kalāhanohano

Ho'oma'ama'a II:

E ho'opiha i ka hua'ōlelo pololei ma ka hakahaka.

1. 'O_____ke keiki kāne a Keali'i lāua 'o Noelani.
2. ___Keali'i ke_____a Noelani.
3. 'O Kekoa ke kupuna kāne___'Iwalani.
4. 'O_____ka makuahine____Kalāhanohano.
5. 'O Maile ke_____o Kalā lāua 'o_____.
6. 'O Keali'i ka_____o Kalāhanohano.
7. 'O Keali'i ke_____a Kekoa lāua 'o Maile.
8. 'O Noelani ka_____a Keali'i.
9. _____'Ilima ka hoaaloha___'Iwalani.
10. 'O_____ke kaikuahine___Kalāhanohano.
11. 'O Kahekili ka_____o_____.
12. 'O Kalahanohano ke_____o 'Iwalani.
13. 'O_____ke kupuna wahine o 'Iwalani.
14. 'O Kekoa ka_____o Keali'i.
15. ___Maile___makuahine o_____.

Ka 'Ohana o Kalāhanohano

Ho'oma'ama'a III:

E unuhi i kēia mau māmala'ōlelo i ka 'ōlelo Hawai'i.

1. Kalāhanohano is the brother of 'Iwalani.

2. Maile is the wife of Kekoa.

3. Noelani is the mother of 'Iwalani.

4. Keali'i is the son of Kekoa.

5. Keali'i is the father of Kalā.

6. 'Ilima is the friend of 'Iwalani.

7. Kalā is the grandson of Kekoa.

8. Keali'i is the husband of Noelani.

9. 'Iwalani is the granddaughter of Maile.

10. Kekoa is the grandfather of Kalāhanohano.

11. 'Iwalani is the daughter of Keali'i and Noelani.

(continued)

12. Maile is the grandmother of Kalā and 'Iwalani.

13. 'Iwalani is the sister of Kalāhanohano.

14. Kalā has a sister.

15. 'Iwalani has a mother.

16. Keali'i has a father.

17. 'Iwalani has a brother.

18. Noelani has a daughter.

19. Kekoa has a grandson.

20. Maile has a son.

II. Hina

Mahalo ka po'e Hawai'i i ka mahina. He mea nui ka mahina i ko kākou po'e kūpuna. Nānā pinepine lākou i ka mahina. He mana'o ko ka mahina piha, he mana'o ko ka mahina hapalua, he mana'o ko ka mahina i kona 'ano a pau.[1] Lawai'a ka po'e kūpuna ma ka mahina; mahi'ai lākou ma ka mahina.

Ua hehi ke kanaka mua loa i kona wāwae ma ka papa mahina. 'Ike kākou a pau i kēia mea ma ke kīwī. 'Auhea lā 'oe e Hina,[2] ka wahine noho mahina?

---

[1] i kona 'ano a pau, in all its phases

[2] 'auhea lā 'oe e Hina, Where are you, Hina? Pay attention, this is dedicated to you, Hina. Are you listening, Hina? Hina is a famous goddess of Polynesia, frequently associated with the moon.

Hina

Kilohi a'e au i ka nani a'o Hina
Ka wahine alo alo, ke noho maila

Mahina mālamalama i ka pā kōnane
'Ālohilohi i ka pō, ka pō Māhealani[3]

Hiehie ka 'ikena i nēia mau maka
Ha'ina mai ka puana,[4] 'auhea 'oe e Hina

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[3] Māhealani, about the sixteenth day of the lunar month, the night of the full moon; Hawaiians associated the beautiful face of a woman with the moon as in the saying, "mahina ke alo," a face like the moon.

[4] Ha'ina mai ana ka puana, let the theme be told

Hina

Pilina'ōlelo:

Marker i and the use of ma as "by, through."

1. The object marker i is used to mark common noun objects such as pencil, book, chair, house, car, flower, horse, boat, etc. The object of a sentence can be identified by asking the question "what?" after the action word or verb of the sentence. For example:

   Paul will kālua the dog.

   Ask--kālua what?

   Answer--the dog.

   Therefore, the dog is the object in this sentence, and the object is a common noun, so it is marked with the common noun object marker i.

   E kālua ana 'o Paul i ka 'īlio.

   Paul will kālua the dog.

   Note that the object marker cannot be translated into English. It is not like the prepositions in, on, at, for, to, etc. A preposition, therefore, is translated into English as in the following example:

   Ua lawe 'o ia i ka pepa i ka hale.

   He took the paper to the house.

   Notice that the first i in the above example is not translated. It is the object marker for the common noun, paper. Notice that the second i is translated as "to," which is a preposition

and not a real object marker.

2. Ma used as "through" or "via" is commonly said as "by" in English, although ma also means "in, on, at, towards." For example:

E hele 'oe ma ka mokulele.

(You) go towards the plane./(You) go by plane.

The accurate usage is gotten from understanding the context in which it is used, for example, if I were talking to you about different ways of getting paid for a job, whether it be in one lump sum upon completion of the work or by the hour (ma ka hola). Ma ka hola, in this case, is understood as "by the hour" since it is used this way in the context, and it does not mean "at the hour" as in ma ka hola 'ewalu, "at eight o'clock."

Ho'oma'ama'a I:

E kākau i ka object o kēia mau māmala'ōlelo.

1. Jack bought the house in Kaimukī.
2. Who brought this pig to school?
3. Help the boy.
4. Bring your own blanket and pillow.
5. Go and get the beans in the garden.

Ho'oma'ama'a II:

E unuhi i kēia mau māmala'ōlelo ma ka 'ōlelo Hawai'i, a e kaha i laina ma lalo o ka object marker "i."

1. People admire the moon at night.
2. We (3+ incl.) all saw the farmer on TV.
3. Mat will play (ho'okani) the 'ukulele tomorrow.
4. Take the fish to your mother.
5. Read the book and translate the sentences.

Hina

Ho'oma'ama'a III:

Aia i hea nā "ma" me ka mana'o by a i 'ole through ma kēia mau māmala'ōlelo. E kaha i laina ma lalo o nā helu kūpono.

1. Lawai'a ka po'e kūpuna ma ka mahina.
2. 'Ai 'o ia ma ka hale 'aina.
3. Mahi'ai lākou ma ka mahina.
4. 'Ike kākou a pau i kēia mea ma ke kīwī.
5. Ua hui māua ma ka leka.

Ho'oma'ama'a IV:

E unuhi i kēia mau māmala'ōlelo ma ka 'ōlelo Hawai'i.

1. Are you going by car or plane?
2. Eat the fish by their heads (starting at the head).
3. They (2) read by the hour.
4. I went by boat to Ni'ihau.
5. We (3+ excl.) are counting by tens.

III. He Lā Pa'ahana

Pa'ahana mau[1] 'o Noelani. Ala 'o ia i ka hola 'eono i nā kakahiaka a pau.[2] 'Ai 'o ia i ka 'aina kakahiaka me kona mau mākua. A laila, holoi 'o ia i nā pā. Ha'alele 'o ia i ka hale i ka iwakālua minuke i hala ka hola 'ehiku. 'Eono āna papa i kēlā me kēia lā.[3] Aia kāna papa mua[4] i ka hapalua hola 'ewalu. He papa maika'i, no ka mea, he papa 'ōlelo Hawai'i. Ho'omaka kāna papa hope[5] i ka hapahā hola 'elua*. 'A'ole 'o ia makemake i kēlā papa, no ka mea, he papa makemakika. Pa'akikī loa ka makemakika!

---

[1] pa'ahana mau, <u>always busy</u>

[2] nā kakahiaka a pau, <u>every morning</u>

[3] kēlā me kēia lā, <u>every day</u>

[4] papa mua, <u>first class</u>

[5] papa hope, <u>last class</u>

*also: hapaha (koe) a kani ka hola 'elua

He Lā Pa'ahana

Pau ke kula i ka 'umi minuke ma mua o ka hola 'ekolu. 'Ano māluhiluhi 'o Noelani, no ka mea, nui ke kākau 'ana, ka heluhelu 'ana a me ka 'ōlelo 'ana ma kēlā me kēia papa.[6] Nui ka pōloli o Noelani i ka pau 'ana o ke kula, no ka mea, 'a'ole 'o ia 'ai i ka hale 'aina o ke kula. A laila, hele wāwae 'o ia me kona mau hoaaloha i McDonald's. Makemake loa lākou a pau[7] i nā Big Mac a me nā 'uala palani palai.[8] Hō'ea 'o Noelani i kona home i nā manawa a pau loa[9] i ka hapahā i hala ka hola 'ehā, no ka mea, e pono 'o ia e kōkua i kona makuahine.

Hana nui[10] nō 'oe i nā lā a pau[11] e like me Noelani?

---

[6] kēlā me kēia papa, every class

[7] lākou a pau, all of them

[8] 'uala palani palai, french fries

[9] nā manawa a pau loa, every time

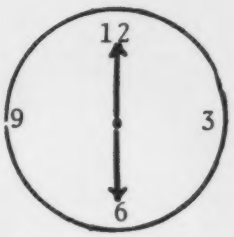
[10] hana nui, work hard

[11] nā lā a pau, every day

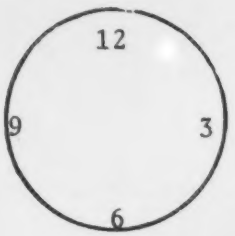
He Lā Pa'ahana

Ho'oma'ama'a I:

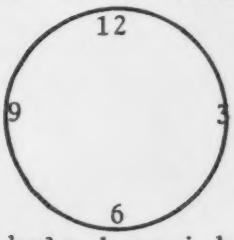
Eia kekahi mau hana a Noelani ma lalo nei. E kaha 'oe i ka hola pololei e pili ana i ka mo'olelo pōkole. Ua kaha 'ia ka helu 'ekahi.



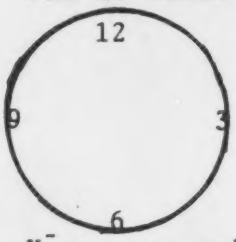
1. Ke ala 'ana o Noelani.



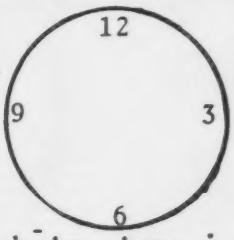
2. Pau ke kula.



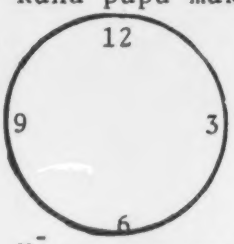
3. Kona hele 'ana i ke kula.



4. Kāna papa makemakika.



5. Kona hō'ea 'ana i ka home.



6. Kāna papa mua.

Ho'oma'ama'a II:

E pane i kēia mau nīnau ma ka 'ōlelo Hawai'i.

1. I ka hola 'ehia 'oe e hele ai i ke kula?

2. I ka hola 'ehia 'oe e 'ai ai i ka 'aina ahiahi?

3. Makemake 'oe e hele i McDonald's e like me Noelani?

4. He aha kāu mea 'ai puni?

5. No ke aha mai i māluhiluhi ai 'o Noelani i ka pau 'ana o ke kula?

6. He aha kā Noelani papa hope loa?

7. Makemake 'o Noelani i ka makemakika? No ke aha mai?

TELLING TIME IN HAWAIIAN

To ask "What time is it?" in Hawaiian, the question is:

Hola 'ehia kēia?

If the time is exactly on the hour, the reply is:

Hola 'umi. (or)

Hola 'eono. (or)

Hola 'ekolu. (or)

Hola 'elima.

If the correct time is AFTER the hour, the reply in Hawaiian is formed like this:

_____minuke	i hala	ka hola_____
(number of minutes)	(after)	(the hour)

'Elima minuke i hala ka hola 'ekolu.

He iwakālua minuke i hala ka hola 'eiwa.

He Lā Pa'ahana

If the correct time is BEFORE the hour, the reply in Hawaiian is formed like this:

____ ___minuke	ma mua o	ka hola____
(number of minutes)	(before)	(the hour)

He 'umi minuke ma mua o ka hola 'umi.

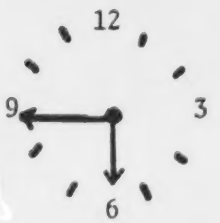
He iwakāluakūmālima minuke ma mua o ka hola 'ewalu.

Whenever it is QUARTER OF THE HOUR, the Hawaiian phrase is set as follows:

Hapahā hola _____
(Quarter of the hour)

Hapahā hola 'eono.

OR: Hapahā ma mua o ka hola ____
(Quarter before the hour)



Many kūpuna also use this variant:

Hapahā (koe) a kani ka hola ____.

If the correct time is HALF-PAST or QUARTER-PAST the hour, the replies in Hawaiian are formed like this:

Hapalua hola_____
(Half-past)

Hapalua hola 'ekolu.*

Hapahā i hala ka hola_____
(Quarter-past the hour)

Hapahā i hala ka hola 'umi.

*Though the Hawaiian for quarter of the hour takes the same word order as half-past the hour, note that napalua hola ____ is half-past the hour.

He Lā Pa'ahana

Practice writing these times in Hawaiian on the line beside each clock.

1.

2.

3.

4.

5.

6.

7.

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IV. Ma Hope o ke Kula

Hola 'ekolu kēia o ka 'auinalā o ka po'akahi. Ua ho'i maila 'o Noelani lāua 'o[1] Kapono mai ke kula mai. Nīnau aku 'o Kapono i kona makuahine, "Hiki anei ia'u ke he'e nalu i kēia 'auinalā me nā hoa?"

Akamai kona makuahine, no laila, 'ae 'o ia me ka 'ōlelo 'ana aku,[2] "Hiki iā 'oe ke hele inā ua ho'opau 'oe i kāu hana i waho, i ka pā hale."

Namunamu 'o Kapono, "Auē! E Māmā, kokoke e pau kēlā hana! 'A'ole hiki i nā hoa ke kali ia'u, no ka mea, pono lāua e ho'iho'i i ke ka'a i kauhale ma mua o ka hola 'elima."

A pane ka makuahine me ka mino'aka[3]: "E pono nō 'oe e ho'opau i kāu hana. Inā 'a'ole hiki iā lāua ke kali iā 'oe, hiki iā Noelani ke kalaiwa iā 'oe i kahakai ma hope o kāu hana 'oki mau'u.[4]"

No laila, nuha maila 'o Kapono. A hele 'o ia i waho. Ho'ohenehene kona kaikuahine iā ia: "'Aikola! Ua palaualelo 'oe i ka hopena pule holo'oko'a.[5] 'A'ole hiki iā 'oe ke moe wale[6] a nānā kīwī me ka hana 'ole![7] No laila, mai poina 'oe, i kekahi wā aku[8], inā

---

[1] lāua 'o, and; used in reference to people. Note the pronoun refers to two people; therefore, it is used as "and" only between two persons, such as Noelani and Kapono.

[2] me ka 'ōlelo 'ana aku, saying, as in "she smiled, saying . . . . "

'a'ole hiki iā 'oe ke ho'opau i kāu hana, 'a'ole hiki iā 'oe ke ki'ihele e like me kou makemake.[9]"

---

[3]me ka mino'aka, with a smile

[4]hana 'oki mau'u, grass cutting

[5]hopena pule holo'oko'a, all weekend

[6]moe wale, just lay around (doing nothing)

[7]nānā kīwī me ka hana 'ole, to watch TV without accomplishing any work

[8]i kekahi wā aku, next time

[9]e like me kou makemake, just as you please

Pilina'ōlelo:

1. The verb hiki requires some special attention, because it is one of the few irregular verbs in Hawaiian. Whereas the word order in the typical Hawaiian verbal sentence is: verb + subject + (e + 2nd verb), sentences which express the idea of can or able to require a slightly different structure:

   Hiki + i/iā + English subject + (ke + 2nd verb) + (i + object).

2. The two significant differences are:
   a. the use of the marker (i/iā) before the person(s) able to do the action, normally considered the subject in English; and,
   b. the use of ke instead of e to join the second verb to the irregular verb, hiki.
3. Questions are formed using this pattern simply by adding the question mark in writing and by using the interrogative voice intonation when speaking. The interrogative marker anei may also be added after hiki.
4. The pattern can be made negative in the present simply by adding 'a'ole before hiki.

Ma Hope o ke Kula

Ho'oma'ama'a I:

E ho'ololiloli a e kākau i ke ka'ina o kēia mau hua'ōlelo, a e unuhi i ka māmala'ōlelo i ka 'ōlelo Haole. E nānā pono i ke ana i wehewehe 'ia i ka māhele pilina'ōlelo.

Kumu Alaka'i: ke/'oe/?/Hawai'i/hiki/iā/'ōlelo

a. Hiki iā 'oe ke 'ōlelo Hawai'i?

b. Can you speak Hawaiian?

1. Kapono/hiki/he'e nalu/iā/ke

   a.

   b.

2. hele/kahakai/hiki/nā keiki/ke/i/i

   a.

   b.

3. Noelani/kalaiwa/i/iā/ke/ke/ka'a/hiki

   a.

   b.

4. ia'u/ke/?/nānā/hiki/kīwī

   a.

   b.

5. iā/'a'ole/ke/i/ia/ho'opau/hiki/ka hana

   a.

   b.

Ma Hope o ke Kula

Ho'oma'ama'a ʻI:

hiki + i/iā + English subject + ke + 2nd verb + (i + object).

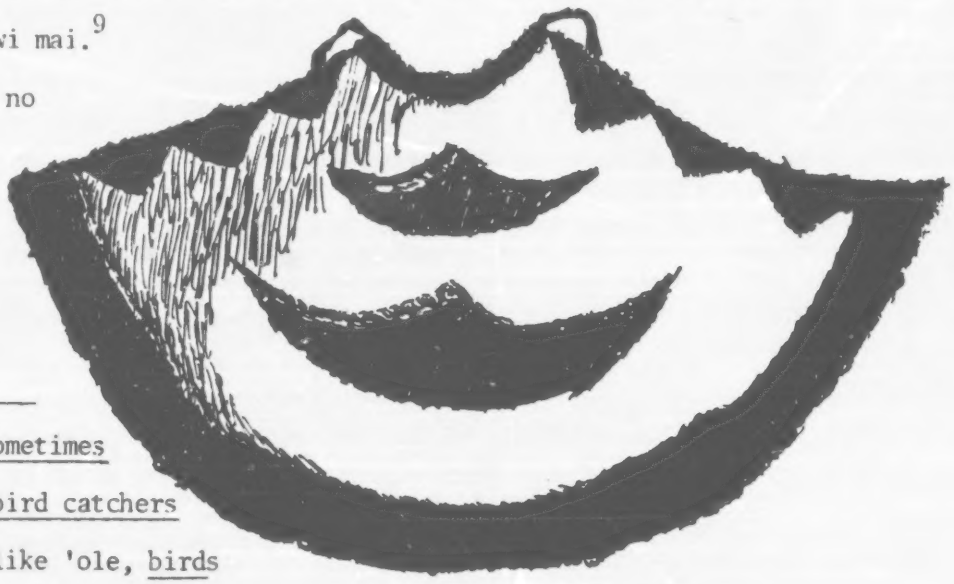
E unuhi i kēia mau māmala'ōlelo i ka 'ōlelo Hawai'i.

1. He can sing "Hawai'i Aloha."
2. I can drive a car.
3. Can you (1) go to the store?
4. They (2) can decorate the room.
5. The man can draw pictures.
6. She can dance well.
7. Can the student correct the mistake?
8. Can the boys paddle-canoe?
9. They (3+) can read the story in Hawaiian.
10. We (all) can play ball.
11. They (3+) can understand.
12. Can Noelani surf?
13. The young child can write.
14. Can you (3+) speak Hawaiian?
15. Kekoa can answer the question.
16. Kalei can run fast.

V. Ka 'Ahu'ula

No ke ali'i nā 'ahu'ula, akā, na nā kaukauali'i nō i hana i nā 'ahu'ula. I kekahi manawa,[1] na ke ali'i i kauoha i 'ahu'ula nona, a na ka po'e kāpili manu[2] i hele i kuahiwi e hopu i nā manu hulu nani like 'ole.[3] Ho'i mai ka po'e kāpili manu me nā hulu a hā'awi aku i ka po'e haku hulu,[4] a na lākou nō e haku i ka hulu no ka 'ahu'ula o ke ali'i.

Ua 'ike paha 'oukou i ka 'ahu'ula o Kamehameha i ka Hale Hō'ike'ike 'o Pīhopa.[5] He hulu melemele wale nō ko kēlā 'ahu'ula. Nāna paha i kauoha i kēlā 'ahu'ula a i 'ole paha na kekahi po'e 'ē a'e.[6] Nui ka nani o kēlā 'ahu'ula. No ka manu mamo mai[7] nā hulu melemele no kēlā 'ahu'ula o Kamehameha, akā, nui nā 'ano hulu like 'ole[8] no ka hana 'ana i ka 'ahu'ula. He hulu 'ula'ula no ka 'i'iwi mai.[9] He hulu 'ōma'oma'o no ka 'ō'ū mai.[10]



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[1] i kekahi manawa, sometimes

[2] po'e kāpili manu, bird catchers

[3] nā manu hulu nani like 'ole, birds with various beautiful feathers

[4] po'e haku hulu, feather workers

[5] Hale Hō'ike'ike 'o Pīhopa, Bishop Museum

[6] kekahi po'e 'ē a'e, some other people

[7] no ka manu mamo mai, from the mamo bird

[8] nā 'ano hulu like 'ole, all sorts of feathers

[9] no ka 'i'iwi mai, from the 'i'iwi

[10] no ka 'ō'ū mai, from the 'ō'ū

Ka 'Ahu'ula

He hulu 'ele'ele no ka 'ō'ō mai.[11] A he nui hou a'e kekahi.[12]

I kēia mau lā,[13] ke ho'ā'o nei kekahi po'e[14] e hana i ka 'ahu'ula, akā, 'a'ole like ka nani me ka nani o nā 'ahu'ula o ka wā kahiko. Hana nō ka po'e o kēia mau lā i ka 'ahu'ula me nā hulu moa a i 'ole me nā hulu kakā. 'A'ole po'e kāpili manu na lākou e ki'i i ka hulu, no ka mea, ua make loa ka nui[15] o nā manu Hawai'i.

No laila,[16] na kākou nō e mahalo a e minamina i nā 'ahu'ula o ka wā kahiko. He hō'ike kēlā no ke akamai a me ka no'eau o ka po'e Hawai'i kahiko.

---

[11] no ka 'ō'ō mai, from the 'ō'ō

[12] he nui hou a'e kekahi, many others as well

[13] kēia mau lā, these days, nowadays

[14] kekahi po'e, some people

[15] ka nui, the majority

[16] no laila, so, therefore

Ka 'Ahu'ula

Pilina'ōlelo:

Na, nāna, no, nona as used in this lesson all express the meaning of assigning a responsibility or an object. They convey the meaning of "by" or "for." The difference in use occurs in their spelling. One form of the meaning is spelled with an "a" after the "n," and one form is spelled with an "o" after the "n." Therefore, we refer to these two forms as the A and O form, or the A and O class. A class is used for things that can be controlled. O class is used for things that cannot be controlled and/or for things that relate to location. Whenever there is a thing that fits a combination of the A class and O class, the O class should win. For example, a feather cloak can be controlled, and it is also worn or relates to location in that one can be in a feather cloak as he wears it or it is on him. Therefore, the O class wins over the A class. This general rule may seem confusing at first and requires practice. Your teacher should be willing to assist you. There are exceptions to this general rule; however, the rule holds true for this particular lesson.

Ho'oma'ama'a I:

E pane piha ma ka 'ōlelo Hawai'i i kēia mau nīnau e pili ana i ka mo'olelo.

1. Na wai i ki'i i nā hulu?
2. No wai ka 'ahu'ula me nā hulu melemele wale nō?
3. No ka manu hea mai ka hulu 'ele'ele?
4. Na wai i haku i nā hulu no ka 'ahu'ula?
5. Na Kamehameha i kauoha i kona 'ahu'ula melemele?
6. Na wai e ho'ā'o nei i ka hana 'ahu'ula i kēia mau lā?

7. No ke aha, hana ka po'e o kēia mau lā i ka 'ahu'ula me nā hulu moa a me nā hulu kakā?

Ho'oma'ama'a II:

E unuhi i kēia mau māmala'ōlelo i ka 'ōlelo Hawai'i me ka hua'ōlelo na, no, nona, a i 'ole nāna.

1. Feather cloaks are for the chiefs.
2. That duck is for him.
3. These mamo feathers are for the feather workers.
4. Red feathers come from (belong to) the 'i'iwi.
5. They (3+) catch the birds.
6. We (3+ incl.) should return the feathers.
7. This feather cloak is for him.

Ho'oma'ama'a III:

E ho'olohe i ka lipine, "Ho'oma'ama'a III: Ka 'Ahu'ula," a e kākau i nā hua'ōlelo o nā māmala mele ma kekahi pepa, a laila, e unuhi i ka 'ōlelo Haole. Inā 'a'ole maopopo iā 'oe ka mana'o o kekahi mau hua'ōlelo, eia ma lalo iho nā hua'ōlelo hou.

'eleu mikimiki, quick and alert
lawe lilo, takes all (literally, "lawe" take; "lilo" lost)
Akua, God
mālama, to care for
Puna, a place on Hawai'i
'ala, fragrance

Ka 'Ahu'ula

hali, to transport; carry

'ulupā, conquer (literally, dash or beat)

pae moku, group of islands

punahele, favorite, as a child

VI. He Kama'ilio ma ke Kahua Mokulele

Momi: Aloha e Kalei, e hele ana 'oe i hea?

Kalei: E hele ana au i Kaua'i.

Momi: 'O ia! No ke aha mai? No kou wā ho'omaha paha?

Kalei: 'A'ole! No ka'u hana, 'o ia ke kumu. A 'o 'oe?

Momi: Ke kali nei au no ko'u hoaaloha. Ke ho'i maila 'o ia mai Maui mai. I ka hola 'ehia kou mokulele?

Kalei: I loko o 'umikūmālima minuke, e ha'alele ana au ma ka mokulele 'o Hawaiian Airlines.

Momi: Āhea 'oe e ho'i mai ai?

Kalei: 'A'ole maopopo ia'u!

Momi: Auē! Eia a'e ko'u hoaaloha. Aloha e Kanoelehua. Ināhea 'oe i hō'ea mai ai?

Kanoelehua: 'Ānō maila nō!

Momi: E Kanoelehua, e 'ike mai 'oe iā Kalei. E hele aku ana 'o ia i Kaua'i.

Kanoelehua: Aloha e Kalei.

Kalei: Aloha mai. Pono nō au e hele.[1] A hui hou aku nō kākou!

Momi & Kanoelehua: 'Ae, a hui hou!

Momi: Aia i hea kāu ukana?

Kanoelehua: 'A'ohe a'u ukana, koe kēia paiki wale nō.

Momi: 'A'ole 'oe i lawe mai i nā mea 'ai 'ono o Maui, e like me ka mochi, ka 'aka'akai poepoe o Maui, a me ka 'uala kipi?

Kanoelehua: 'A'ohe a'u kālā!

Momi: Aloha 'ino! E ho'i kāua i ka hale.

---

[1] pono nō au, I should

He Kama'ilio ma ke Kahua Mokulele

Pilina'ōlelo:

Āhea is "when" in the future tense, and ināhea is "when" in the past tense. Note that in both patterns the pronoun subject is preferred preceding the verb. If the subject is a common or proper noun, then it is preferred following the verb.

Āhea	e	verb	ai	subject	(common or proper)	object?	
Āhea	e	pae	ai	ka	mokulele	i	Kaua'i?

Āhea	pronoun subject	e	verb	ai object?
Āhea	'oe	e	hele	ai i Kaua'i?

Ināhea	i	verb	ai	subject	(common or proper)	object?
Ināhea	i	ha'alele	ai	'o Kimo	i ka hale?	

Ināhea	pronoun subject	i	verb	ai	object?
Ināhea	lāua	i	kū'ai	ai	i ka 'aka'akai poepoe?

Ho'oma'ama'a I:

E haku i nā nīnau me āhea a i 'ole ināhea no nā māmala'ōlelo ma lalo iho.

1. E hele ana au i ke kula i ka lā 'apōpō.
2. Ua ha'alele ke kupuna kāne a me kāna mo'opuna i ka hale kū'ai i ka hola 'elua.
3. Ua hō'ea mai ko'u hoaaloha i nehinei.
4. Ke pae nei ka mokulele ma ke kahua mokulele i kēia manawa.
5. E kū'ai aku ana 'o ia i ka 'aka'akai poepoe i ka po'ahā.

He Kama'ilio ma ke Kahua Mokulele

Ho'oma'ama'a II:

E unuhi i kēia mau māmala'ōlelo ma ka 'ōlelo Hawai'i.

1. When will you bring the baggage?

2. When did the child eat the goodies?

3. When did they (2) catch the fish?

4. When will the airplane leave?

5. When did the flowers arrive?

VII. Furō

I kēia mau lā,[1] ke 'ike nei kākou i nā 'ano po'e malihini like 'ole[2] ma Hawai'i. I ka wā ma mua, ua 'ike 'ia nā malihini Haole wale nō ma Waikīkī. Akā, i kēia lā nui nā 'ano po'e malihini.[3] A 'o nā malihini hou loa ma Waikīkī, 'o ia nō nā malihini no Iāpana mai.

'Oko'a kēia po'e Kepanī no Iāpana i ko ke 'ano o ka po'e Kepanī[4] ma Hawai'i. 'Ōlelo Kepanī mau nā Kepanī o Iāpana. Ke'oke'o ko lākou 'ili, he kaila lole 'oko'a ko lākou, he 'oko'a ko lākou hele wāwae 'ana, a 'oko'a ko lākou 'au'au 'ana.

Lohe au, ke komo lākou[5] i loko o ka lumi 'au'au o ko lākou lumi hōkele, holoi lākou i ko lākou kino ma waho o ke kapu 'au'au, a laila,[6] komo i loko o kahi 'au'au. No laila,[7] pulu ka papahele o ka lumi 'au'au. 'O ko lākou 'ano 'au'au 'ana kēia, no ka mea, ua ma'a lākou i kēia 'ano ma Iāpana. Kapa 'ia ko lākou wāhi 'au'au he furō e ka po'e Kepanī.

---

1 i kēia mau lā, nowadays

2 nā 'ano po'e malihini like 'ole, all sorts of visitors

3 nā 'ano po'e malihini, kinds of visitors

4 i ko ke 'ano o ka po'e Kepanī, from the kind of Japanese

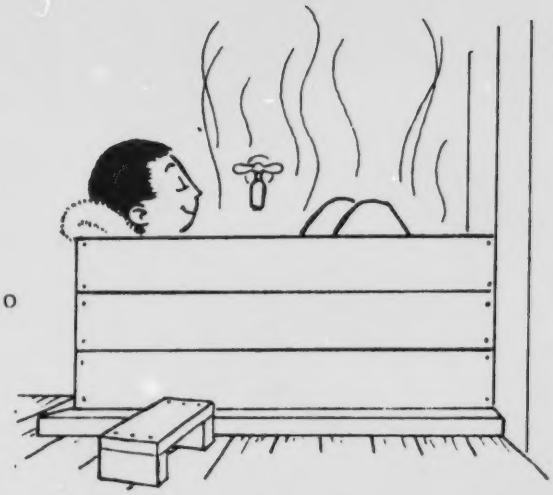
5 ke komo lākou, when they enter

6 a laila, then, soon afterward

7 no laila, so, therefore

Furō

He furō ko kekahi po'e o Hawai'i ma mua. I kēia lā, 'a'ole nui loa. Hō'ā 'ia ke ahi ma lalo o ke kapu wai a na ke ahi e ho'omehana i ka wai. 'Au'au mua ma waho o ke kapu wai, a laila, komo i loko o ke kapu wai e noho a e walea.



Furō

Pilina'ōlelo:

The Passive Voice

In the active voice, the subject does the action of the verb, but in the passive voice, the subject receives the action of the verb. Compare the following sentences and observe the difference between the two voices.

ACTIVE			PASSIVE		
Keoni	hit	the ball.	The ball	was hit	by Keoni.
(subject)	(verb)	(object)	(subject)	(verb)	(agent)

The agent is not always identified in the passive voice. One may simply say: "The ball was hit."

The passive voice is used more frequently in Hawaiian than in English, and the agent is not usually mentioned unless it is necessary to make the meaning clear. The passive voice is formed in Hawaiian like this:

verb + 'ia + subject + e + agent

Examples:	Ua hili 'ia ke kinipōpō e Keoni.	The ball was hit by Keoni.
	Ua 'ike 'ia nā malihini.	The visitors were seen.

The passive voice is <u>not</u> a tense; it can be used in speaking of any action, whether it is past, present, or future. For example:

Present progressive tense:	Ke heluhelu 'ia nei ka puke.	The book is being read.
Present tense:	Heluhelu 'ia ka puke.	The book is read.
Past tense:	Ua heluhelu 'ia ka puke.	The book was read.
Future tense:	E heluhelu 'ia ana ka puke.	The book will be read.
Imperative:	E heluhelu 'ia ka puke.	The book should be read.

Furō

Ho'oma'ama'a I:

E kākau hou i kēia mau māmala'ōlelo ma ka "passive voice" e like me kēia kumu alaka'i.

Kumu Alaka'i: Ke kākau nei 'o Kanoa i kekahi leka.

Ke kākau 'ia nei kekahi leka e Kanoa.

1. E 'ai ana lākou i ka mea'ai. _____
2. Ua 'ōlelo ka po'e i ka 'ōlelo Kepanī. _____
3. Kū'ai 'o ia i kekahi mau penikala. _____
4. Lawe mai lāua i nā puke. _____
5. E holoi ana au i ka pēpē. _____

Ho'oma'ama'a II:

E kaha i laina ma lalo o ka hua'ōlelo 'ae a i 'ole o ka hua'ōlelo 'a'ole.

1.	I kēia mau lā, ke 'ike nei kākou i nā malihini Haole wale nō ma Waikīkī.	'ae	'a'ole
2.	'Ōlelo Haole mau nā Kepanī o Iāpana.	'ae	'a'ole
3.	Ke'oke'o ka 'ili o nā Kepanī o Iāpana.	'ae	'a'ole
4.	Ma hope o ka 'au'au 'ana o nā Kepanī o Iāpana, pulu ka papahele o ka lumi 'au'au.	'ae	'a'ole
5.	Nui nā furō o ka po'e o Hawai'i i kēia lā.	'ae	'a'ole

Ho'oma'ama'a III:

Ma kēia mau māhele hua'ōlelo, e kaha i laina ma lalo o ka hua'ōlelo 'ē.

1.	'ike 'ia	kapa 'ia	hō'ā 'ia	iā ia
2.	hou	pulu	po'e	'oko'a
3.	furō	lumi	kapu wai	wahi 'au'au
4.	ma waho	ma kēia	ma lalo	ma mua
5.	i kēia lā	i ka wā ma mua	i kēia mau lā	i kēia 'ano

VIII. 'O Ko'u Kaikunāne, ka Lawai'a

'O Hapaki ka inoa o ko'u kaikunāne. Makemake 'o ia e hele i ka lawai'a. He kanaka lawai'a maika'i 'o ia. Loa'a iā ia ka i'a i nā manawa a pau.[1] I kekahi lā,[2] ua hele 'o ia i kahakai. Ua loa'a iā ia ka he'e a me ka ula. Ua kōkua au iā ia i ka ho'omākaukau 'ana i ka he'e a me ka ula. Wehe au i ka'ala-'ala a ku'i au i ka he'e me ka pa'akai Hawai'i. Makemake mākou i ka he'e maka i ho'ohuihui 'ia me ka 'inamona, ka nīoi, ka 'ala'ala, ka pa'akai a me ka limu. 'Oi aku ka he'e li'ili'i ma mua o ka he'e nui no ka hana maka.[3] Kaula'i mākou i ka he'e nui me ka pa'akai Hawai'i. 'Ai maka[4] nō ho'i mākou i ka ula, a i kekahi manawa,[5] ho'ohui 'ia ka ula me ka wana. 'Ono loa me ka poi!

---

[1] i nā manawa a pau, all the time

[2] i kekahi lā, one day

[3] no ka hana maka, for fixing raw, for preparing raw

[4] 'ai maka, to eat raw

[5] i kekahi manawa, sometimes

'O Ko'u Kaikunāne, ka Lawai'a

I kēlā mahina aku nei,[6] ua loa'a ho'okahi haneli me 'elima he'e i ko'u kaikunāne a me kona mau hoaaloha. Nui ka he'e! Māhele mau[7] ko'u kaikunāne i nā i'a i hopu 'ia me ka 'ohana a me kona mau hoaaloha. I kekahi manawa, hele au i ka lawai'a, akā, makehewa ka'u lawai'a 'ana. Maka'u nō au i ka puhi, a me ka hīhīmanu, a me ka manō. 'A'ole loa'a ia'u ka i'a. Makemake ko'u kaikunāne ia'u e noho ma ka hale a ho'omākaukau i ka i'a. No'ono'o 'o ia he ho'opau manawa ko'u hele 'ana i kahakai.

---

[6] i kēlā mahina aku nei, last month

[7] māhele mau, always shares

'O Ko'u Kaikunāne, ka Lawai'a

Pilina'ōlelo:

Loa'a is a commonly used verb which describes the state of coming under the control or into the possession of someone. Loa'a may be translated into English in a number of ways including: gotten, caught, received, acquired, found. Loa'a is a stative verb and uses the cause marker i/iā to mark the possessor or agent. A good English translation for i/ia with loa'a is "by."

Note the following examples:

Ua loa'a ka i'a i ko'u kaikunāne.
The fish was caught by my brother.

E loa'a ana nā pūpū iā 'oe.
The shells will be found by you.

Hawaiian does not allow you to say "my brother caught the fish" or "you will find the shells;" loa'a sentences must always be in the backwards form with the possessor or agent marked with "by."

After loa'a you may put the subject first or the agent/possessor first. The choice of order depends on the emphasis desired. The more important item should be placed first.

Loa'a ka wana i ke keiki.	The wana was gotten by the boy.
Loa'a i ke keiki ka wana.	The wana was gotten by the boy.

Loa'a is also used to mean there is something. This usage is similar to the use of the word "get" in local English.

Loa'a ka maile ma Pana'ewa.
There is maile at Pana'ewa. (Get maile at Pana'ewa.)

'O Ko'u Kaikunāne, ka Lawai'a

Ho'oma'ama'a I:

E unuhi ma ka 'ōlelo Hawai'i.

1. The policeman caught the thief.
2. Did you find your money?
3. The teacher will receive the books.
4. The fisherman caught the squid.
5. Shark is found at Tamashiro Market (mākeke).

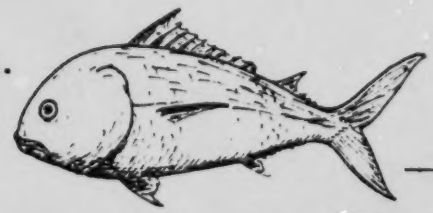
Ho'oma'ama'a II:

E pane piha i nā nīnau ma ka 'ōlelo Hawai'i.

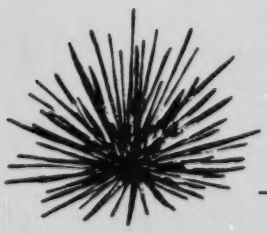
1. Wehe 'ia kekahi mea mai ka he'e mai. He aha ia mea?
2. He lawai'a maika'i ke kaikuahine o Hapaki?
3. Maka'u ke kaikamahine i 'ekolu mau mea. He aha ia mau mea?
4. Ua ho'ohuihui 'ia ka he'e me ke aha?
5. He ho'opau manawa anei ka hele 'ana o ke kaikamahine i kahakai?

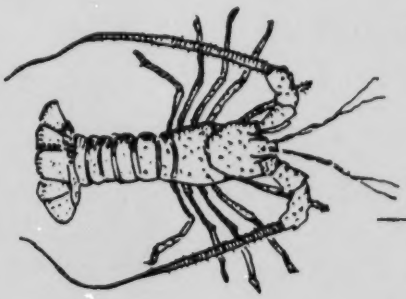
Ho'oma'ama'a III:

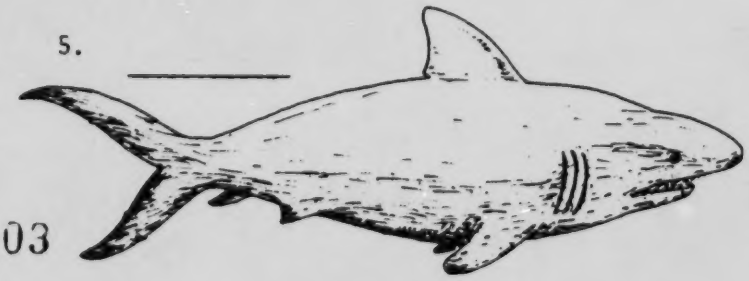
He aha kēia mau mea?

1.  _____

2. _____

3.  _____

4.  _____

5. _____ 

IX. He Leka maiā Ka'ohuokalani mai

Aloha kāua e Kekamalehia,

Ua loa'a mai kāu leka ia'u. Mahalo i kou mau mana'o. Ke noho nei au i kēia manawa[1] me ko'u mau kūpuna ma ka mokupuni 'o Kaua'i. Eia lāua ke noho nei ma Kekaha. Ua hiki mai au ma 'ane'i i kēlā pule aku nei.[2]

He mokupuni nani maoli 'o Kaua'i, a ua launa nō ho'i au me kekahi po'e hou.[3] 'Ano wela 'o Kekaha, akā, hele au i kahakai me ko'u mau hoaaloha i kēlā lā kēia lā.[4] I nehinei a ia lā aku,[5] 'au'au kai mākou a pō ka lā.[6]

---

[1] i kēia manawa, now, at this time

[2] i kēlā pule aku nei, last week

[3] kekahi po'e hou, some new people

[4] i kēlā lā kēia lā, every day (that and this day)

[5] i nehinei a ia lā aku, day before yesterday

[6] a pō ka lā, all day, until day turns to night

He Leka maiā Ka'ohuokalani mai

Kokoke kahi o ko'u mau kūpuna i kahakai, no laila,[7] hele wāwae mākou i laila.[8] He papa he'e nalu ko kekahi o ko'u mau hoaaloha, 'o 'Aukai kona inoa. He'e nalu māua ma Polihale i nehinei. Ua lawe kona kaikua'ana iā māua i laila. I ka pō nei,[9] noho 'o 'Aukai i ko mākou hale. Hele māua i ke ki'i'oni'oni, a ho'i hou māua i kauhale i ke aumoe. Ma hope, kama'ilio māua a ao ka pō.[10] Māluhiluhi nō au i kēia lā.[11]

E lawe ana ko'u mau kūpuna ia'u i Kōke'e i ka lā 'apōpō.[12] E 'ohi maile ana mākou no ka pā'ina o ka lā hānau mua o ko'u hoahānau, 'o Kamailelauli'i kona inoa. I ka lā 'apōpō a ia lā aku,[13] e hele ana mākou i Līhu'e no ka pā'ina. E wili ana au i lei maile, a e hā'awi ana au i kekahi lei iā Kamaile.

E hele ana au i kahi o ko'u 'anakala ma Hanalei i kēia pule a'e.[14] A laila,[15] e ho'i ana au i Maui i kēia pule a'e a ia pule aku.[16] E kelepona ana au iā 'oe i ko'u ho'i 'ana i kauhale. Aloha a hui hou.

'O wau nō kou hoaaloha,

Ka'ohuokalani

---

[7] no laila, so, therefore

[8] i laila, there

[9] i ka pō nei, last night

[10] a ao ka pō, all night, until night turns to day

[11] i kēia lā, today, this day

[12] i ka lā 'apōpō, tomorrow

[13] i ka lā 'apōpō a ia lā aku, day after tomorrow

[14] i kēia pule a'e, next week

[15] a laila, then, soon afterward

[16] i kēia pule a'e a ia pule aku, week after next

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He Leka maiā Ka'ohuokalani mai

Pilina'ōlelo:

1. Time relationships.

   Study carefully the phrases indicating time relationships so that you will be able to work out the meanings of any phrases you encounter which concern relative time periods. Once you have memorized the basic words for yesterday, today, tomorrow, week, month, and year, you only need to know a few basic rules to be able to say such phrases as "the day before yesterday" or "the week after next."

   a) To say "the day before yesterday" or "the day after tomorrow," add a ia lā aku to nehinei or 'apōpō: nehinei a ia lā aku, 'apōpō a ia lā aku.

   b) To say "last week" or "next week," add aku nei or a'e to pule; you may also replace the definite articles with kēlā and kēia to make the meanings even more clear: kēlā pule aku nei, kēia pule a'e.

   c) To say "the week before last" or "the week after next," add the same phrase that you used in a) above, replacing the word lā with pule, and add it to kēlā pule aku nei or kēia pule a'e; kēlā pule aku nei a ia pule aku, kēia pule a'e a ia pule aku.

   d) Similar constructions can be used with the words mahina (or malama) and makahiki as well as with the days of the week or the names of the month.

2. Letter salutations and closings.

   When writing a letter, you may, of course, use any salutation (aloha 'ana) and closing (pani 'ana) that you feel are appro-

priate. However, there are a few general greetings and closings which will serve you well in most situations.

Some salutations:

Aloha kāua e_____

'Ano'ai kākou e_____mā

E ka Pelekikena 'o_____, aloha 'oe

Iā 'oe e_____, aloha nui kāua

Some closings:

'O wau iho nō

'O au me ke aloha pumehana

Me ka mahalo

'O au nō me ka 'oia'i'o

'O wau nō me ka ha'aha'a

A hui hou aku

Read through the above examples carefully, and notice that each example can have several variations, particularly the closings. You can say, 'O wau iho nō me ke aloha pumehana, or you can simply say, Me ke aloha.

He Leka maiā Ka'ohuokalani mai

Ho'oma'ama'a I:

E unuhi i nā māmala'ōlelo ma lalo iho ma ka 'ōlelo Hawai'i. E nānā i ka helu 'ekahi o ka pilina'ōlelo.

1. Older Brother went to the beach the day before yesterday.

_____

2. I will go to the university next year.

_____

3. Last night she came home at midnight.

_____

4. We drove to the airport last month.

_____

5. Kanoe will see his sister the week after next.

_____

Ho'oma'ama'a II:

Inā e kākau ana 'oe i leka i kēia mau po'e ma lalo iho, he aha kekahi aloha 'ana a me kekahi pani kūpono no lākou? E nānā i ka helu 'elua o ka pilina'ōlelo.

1. your best friend:
   aloha 'ana _____
   pani 'ana _____
2. your parents:
   aloha 'ana _____
   pani 'ana _____

He Leka maiā Ka'ohuokalani mai

3. the mayor:

aloha 'ana _____

pani 'ana _____

Ho'oma'ama'a III:

E kaha i laina ma lalo o ka hua'ōlelo 'ae a i 'ole o ka hua'olelo 'a'ole.

1.	Aia 'o Kekamalehia i Kekaha ma ka mokupuni 'o Kaua'i.	'ae	'a'ole
2.	He wahi 'ano wela 'o Kekaha.	'ae	'a'ole
3.	Na nā kūpuna o Ka'ohuokalani i lawe aku iā ia i Polihale.	'ae	'a'ole
4.	Ua hele aku 'o Ka'ohu mā i ke ki'i'oni'oni.	'ae	'a'ole
5.	'O Kamailelauli'i ka inoa o ko Ka'ohu 'anakala.	'ae	'a'ole
6.	E hele ana 'o Ka'ohu i Līhu'e i kēia pule a'e.	'ae	'a'ole
7.	Aia ko Ka'ohu home ma Maui.	'ae	'a'ole

Ho'oma'ama'a IV:

'O ka manawa hea o nā manawa ma lalo iho ka manawa ma mua o kekahi? E kaha i laina ma lalo o ka manawa kūpono.

E like me kēia:	kēia lā	nehinei
1.	nehinei	'apōpō
2.	kēlā pule aku nei	kēlā makahiki aku nei
3.	ka pō nei	nehinei a ia lā aku
4.	kēlā mahina aku nei	kēia mahina a'e
5.	kēia pule a'e a ia pule aku	kēia mahina a'e

He Leka maiā Ka'ohuokalani mai

6.	'apōpō a ia lā aku	kēia pule a'e
7.	ka pō nei	kēia lā
8.	nehinei	nehinei a ia lā aku
9.	kēlā mahina aku nei	kēia makahiki a'e
10.	kēia mahina a'e a ia mahina aku	kēlā mahina aku nei

X. Kō'elepālau

Nā mea e ho'ohuihui 'ia:

'Uala - 'elima paona

Wai niu - 'elua paina

Waiūkia - ho'okahi kini

Nā lula o ka hana 'ana:

E kupa i ka 'uala a mo'a. Ma hope, e ihi i ka 'ili. Maika'i ke ihi i ka wā mehana.[1] E ho'opē i ka 'uala me kekahi mea ho'opē. A laila, e ho'okomo i loko o kekahi pola. E ninini i ka wai niu a me ka waiūkia me ka 'uala i ho'opē 'ia. Ho'okahi paina wai niu. Hapalua kini waiūkia. E ho'owali pono. E ho'ā'o 'oe inā ua lawa ka 'ono o ka wai niu a me ka waiūkia. Ua mākaukau kēia kō'elepālau. Inā 'a'ole e 'ai koke ana,[2] e mālama i kēia kō'elepālau i loko o ka pahuhau. Mai waiho i kēia mea 'ai momona i waho no ka manawa lō'ihi o 'ī'ī mai.

---

[1] i ka wā mehana, while it is warm

[2] e 'ai koke ana, going to eat soon

Kō'elepālau

Pilina'ōlelo:

E is the marker used before the verb to indicate imperative, or to command or strongly suggest that the verb or action word should occur. For example:

E hele 'oe.

You go.

Mai is the word used before the verb to command or strongly suggest that the verb or action word should not occur. Mai is commonly said as "don't" in English. For example:

Mai hele 'oe.

Don't you go.

Ho'oma'ama'a I:

E unuhi i kēia mau māmala'ōlelo ma ka 'ōlelo Hawai'i. Ma hope, e hō'ole iā lākou a pau.

1. Bring the coconut milk.
2. Pour the water into the bowl.
3. Boil the sweet potato, Kanoe.
4. Mash the sweet potato on the table.
5. Eat the kō'elepālau.

Ho'oma'ama'a II:

E kaha i laina a puni nā hua'ōlelo hou ma loko o kēia nane huapalapala.

Kō'elepālau

P	M	O	N	K	O	'	N	U	W	K	O	Ā
K	Ō	'	E	L	E	P	Ā	L	A	U	I	K
L	I	U	P	U	N	O	K	E	I	U	'	E
O	M	A	W	N	I	L	Ē	W	N	O	I	E
K	P	L	Ā	A	P	A	W	N	I	'	H	Ō
O	M	A	I	P	A	H	U	H	U	A	I	M
N	I	N	I	N	I	K	U	P	A	I	L	A

pololei

a type of sweet potato pudding

negative imperative, directional towards the speaker

to boil

to pour

i lalo

bowl

inside

to peel

on top, up

sweet potato

coconut milk

XI. Ke Kikowaena Kū'ai 'o Alamoana

'O kēia kikowaena he wahi hoihoi loa ke māka'ika'i 'ia[1] a no ke kū'ai hele 'ana.[2] Hiki nō ke 'ōlelo 'ia, he kūlanakauhale kēia o nā kālepa. E kipa aku kākou i loko o kēia kikowaena kū'ai e 'ike i nā mea kū'ai like 'ole[3] o loko o nā hale kū'ai.

Ke puka maila kekahi mau wāhine hana me ko lākou lole makalike mai loko mai o ka hale 'aina 'o Woolworth.

E komo a'e kākou ma loko o ka hale kū'ai 'o Shirokiya. Ke nānā aku iā loko[4] o kēia hale kū'ai, ua like loa nō me ka 'āina Kepanī. No loko mai o Iāpana[5] ka nui o nā mea kū'ai[6] o loko o kēia hale kū'ai.

'O ka hale kū'ai 'o Liberty House ka'u puni. Ke komo 'oe[7] i loko o kēia hale, he nani nā mea a pau[8] o loko o laila. He mau mea pipi'i wale nō ko loko o kēia hale kū'ai, akā, nui nō nā po'e e komo mau ana i loko a puka mai me nā pū'olo.

---

[1] ke māka ika'i 'ia, whenever it's visited

[2] ke kū'ai hele 'ana, shopping

[3] nā mea kū'ai like 'ole, the various products

[4] ke nānā aku iā loko, when one looks at what is inside

[5] no loko mai o Iāpana, from the country of Japan

[6] ka nui o nā mea kū'ai, the majority of the goods

[7] ke komo 'oe, whenever you enter

[8] nā mea a pau, all the things

Ke Kikowaena Kū'ai 'o Alamoana

Pilina'ōlelo:

The following prepositions carry the meanings listed below when used before the locative loko meaning in, inside, within, or interior.

i/ma loko	- in, into
o loko	- of (within)
mai loko (mai)	- from within
iā loko	- the interior (as object)
no loko	- belonging to, for, from the inside
ko loko	- belonging to the inside

Ho'oma'ama'a I:

E ha'i waha mai ma ka 'ōlelo Hawai'i.

1. in the house
2. in the restaurant
3. in Woolworth
4. in the store
5. in Liberty House

Ho'oma'ama'a II:

E ha'i waha mai ma ka 'ōlelo Hawai'i.

1. of (within) the houses
2. of (within) the stores
3. of (within) the restaurants
4. of (within) Woolworth
5. of (within) Liberty House

Ke Kikowaena Kū'ai 'o Alamoana

Ho'oma'ama'a III:

E ha'i waha mai ma ka 'ōlelo Hawai'i.

1. from within the house
2. from within the restaurant
3. from within the store
4. from within Woolworth
5. from within Japan

Ho'oma'ama'a IV:

E ha'i waha mai ma ka 'ōlelo Hawai'i.

1. the interior of the house (as object)
2. the interior of the store
3. the interior of Shirokiya
4. the interior of the restaurant
5. the interior of Liberty House

Ho'oma'ama'a V:

E ha'i waha mai ma ka 'ōlelo Hawai'i.

1. belonging to, for, from the inside of the house
2. belonging to, for, from the inside of the restaurant
3. belonging to, for, from the inside of Woolworth
4. belonging to, for, from the inside of the store
5. belonging to, for, from the inside of Japan

Ho'oma'ama'a VI:

E ha'i waha mai ma ka 'ōlelo Hawai'i.

1. belonging to the inside of the house

2. belonging to the inside of this store
3. belonging to the inside of the restaurant
4. belonging to the inside of Liberty House
5. belonging to the inside of Woolworth

Ho'oma'ama'a VII:

E ha'i waha mai ma ka 'ōlelo Hawai'i.

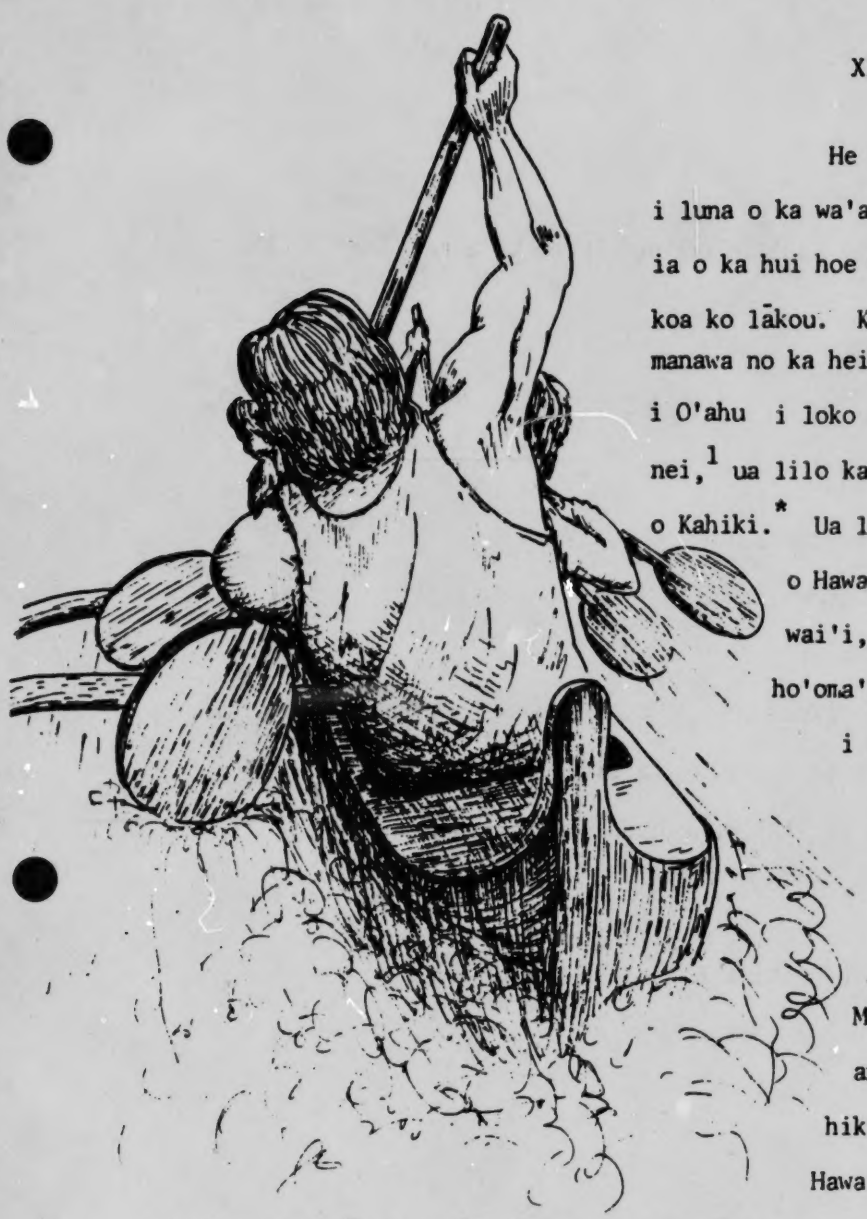
1. into the house
2. into this store
3. into the restaurant
4. into Liberty House
5. into Woolworth

Ho'oma'ama'a VIII:

E ha'i waha mai ma ka 'ōlelo Hawai'i.

E ho'opihapiha i nā hakahaka me ka hua'ōlelo o, i , mai, iā, a i 'ole ko ma mua o ka hua'ōlelo loko.

1. E hele kākou _____ loko o ke kikowaena kū'ai
2. E 'ike i nā mea kū'ai like 'ole _____ loko o nā hale kū'ai.
3. Puka mai nā wāhine _____ loko mai o kekahi hale 'aina.
4. E nānā kākou _____ loko o Shirokiya.
5. He nani nā mea a pau _____ loko o Shirokiya.
6. He mau mea pipi'i wale nō _____ loko o Liberty House.



XII. Kekaimālie

He wa'a nani kēlā. Aia 'o Kekaimālie i luna o ka wa'a. Ikaika nō 'o ia. He lālā 'o ia o ka hui hoe wa'a o Kailua. He wa'a heihei koa ko lākou. Ke ho'oma'ama'a nei lākou i kēia manawa no ka heihei wa'a mai Moloka'i a hiki i O'ahu i loko o 'Okakopa. I kēlā makahiki aku nei,[1] ua lilo ka lanakila o ka heihei i kekahi hui o Kahiki.* Ua lilo ke kūlana 'elua i kekahi hui o Hawai'i. 'Ano hilahila nō nā hui Hawai'i, no laila,[2] ho'oikaika lākou i ka ho'oma'ama'a 'ana. Hoehoe wa'a nō lākou i nā 'auinalā a pau[3] i ke kai kū'ono 'o Kailua, mai ka lae 'o Lanikai a hiki[4] i ke kahakai 'o Kākela. 'Ano mamao kēlā, akā, he iwakālua mile ka lō'ihi o ka heihei. Mana'olana 'o Kekaimālie mā e lilo ana ka heihei iā lākou i kēia makahiki. Ha'aheo 'o Hawai'i i nā 'ōpio Hawai'i e hoe wa'a nei, no ka mea, ke ho'omau nei lākou i kēia hana no'eau a nā Hawai'i o ke au kahiko.

---

*Kahiki is a word now being used to refer specifically to Tahiti; some Hawaiian speakers still use the older term, Polapola.

[1] i kēlā makahiki aku nei, last year

[2] no laila, so, therefore

[3] nā 'auinalā a pau, every afternoon

[4] a hiki, until

Kekaimālie

Ho'oma'ama'a I:

E pane i kēia mau hīnau ma ka 'ōlelo Hawai'i me ka māmala'ōlelo piha:

1. Where is Kekaimālie?
2. What is he doing?
3. How is he physically?
4. Why are they practicing?
5. What happened in last year's race?
6. How did the Hawaiian crews feel?
7. What are they doing about it?
8. How often do they practice?
9. Between which two points do they practice?
10. Why is Hawai'i proud of its young paddlers?

Ho'oma'ama'a II:

Adjective + kēlā: E unuhi i ka 'ōlelo Hawai'i.

1. That is big.
2. That is far.
3. That is long.
4. That is hard.
5. That is old.
6. That is clever.
7. That is shameful.
8. That is strong.

Ho'oma'ama'a III:

He + subject + (adjective) + kēlā: E unuhi i ka 'ōlelo Hawai'i.

9. That is a canoe.

10. That is a member.
11. That is a paddle.
12. That is a racing canoe.
13. That is a koa racing canoe.
14. That is a race.
15. That is a Tahitian team.
16. That is a long race.
17. That is a bay.
18. That is a beach.
19. That is a Hawaiian youth.
20. That is a skillful activity.

Ho'oma'ama'a IV:

E unuhi i kēia mau māmala'ōlelo i ka 'ōlelo Hawai'i.

1. The Hawaiian young people (youth) are proud.
2. He is really strong.
3. The race is ten miles long.
4. The canoe is sixteen feet (kapua'i) long.
5. Last year, he paddled canoe every afternoon.
6. Last week, they didn't practice every afternoon.
7. This year, the Hawaiian club won the race.
8. They paddled from 8:00 a.m. until 12:00 noon.
9. They all live near Kailua Bay.
10. Kekaimālie likes to paddle canoe.

XIII. He Keiki Pōmaika'i nō Wau

'O Kanoa ko'u inoa. Pōmaika'i nō wau, no ka mea, he nui ka lokomaika'i o ko'u 'ohana ia'u. He nui nā makana i hā'awi 'ia mai e lākou no ko'u mau lā hānau. He nui ka'u mau pāleo. Aia ma kahi o[1] kanalima a'u pāleo. 'O "E Ku'u Morning Dew" ka'u pāleo punahele i kēia manawa. He lekiō li'ili'i ka'u. He makana kēia mai ko'u kaikua'ana mai i kēlā makahiki aku nei.[2] Makemake au e ho'olohe i ke kahua lekiō 'o KCCN i nā lāpule a pau.[3] 'A'ole au i mākaukau i ka 'ōlelo Hawai'i, akā, makemake au e ho'olohe i ka 'ōlelo Hawai'i. I nā lā 'ē a'e[4] o ka pule, makemake au e ho'olohe i nā kahua lekiō 'o KKUA a me KORL. I kekahi manawa,[5] kelepona au i ke keiki ho'olele leo[6] e noi i ka'u pāleo punahele.

Ua hā'awi mai ko'u mau mākua i papa he'e nalu hou ia'u no ko'u lā hānau i hala aku nei.[7] I kēia manawa, 'elua o'u papa he'e nalu. Hele au i ka he'e nalu me hoa i ke kahakai nani ma Mākaha. Nui ko mākou le'ale'a i laila!

---

1 aia ma kahi o, in the area of, approximately

2 i kēlā makahiki aku nei, last year

3 nā lāpule a pau, every Sunday

4 i nā lā 'ē a'e, on other days

5 i kekahi manawa, sometimes

6 keiki ho'olele leo, disc jockey

7 i hala aku nei, just past

He Keiki Pōmaika'i nō Wau

He 'umikūmāhiku o'u makahiki, a he laikini kalaiwa ka'a ko'u. Makemake au e kū'ai i kekahi ka'a i kēia makahiki a'e.[8] E hā'awi ana ko'u mau kūpuna i kekahi kālā ia'u no ke kū'ai 'ana i ke ka'a, akā, na'u e 'imi i ka nui o ke kālā. No laila, e hana ana au ma ka hale hana halakahiki[9] i kēia kauwela. Ma hope o ka ho'omaka 'ana o ke kula, e hana ana au i ka Pizza Hut i nā ahiahi. E kū'ai ana au i ko'u ka'a i kēia Kepakemapa a'e[10] paha. A laila, e loa'a nō ia'u ko'u mau makemake a pau.[11]

---

[8] i kēia makahiki a'e, next year

[9] hale hana halakahiki, pineapple cannery

[10] i kēia Kepakemapa a'e, next September

[11] makemake a pau, every wish

He Keiki Pōmaika'i nō Wau

Pilina'ōlelo:

1. The possessive adjectives in Hawaiian and their equivalents in English are listed below. As in English, the possessive adjective always comes immediately before the thing or things possessed.
2. Ku'u is a familiar and endearing possessive adjective meaning "my." It may be used with A or O class items.
3. The abbreviation "excl." stands for "exclusive" and means that the possessive adjective excludes the person being addressed. The abbreviation "incl." stands for "inclusive" and means that the possessive adjective includes the person being addressed.
4. The addition of puni or punahele turns an O class word into an A class word.

   Example: ko'u pāpale "my hat" ka'u pāpale punahele "my favorite hat"

O Class		A Class	
ko'u hale	my house	ka'u pēpē	my baby
kou lei	your lei	kāu peni	your pen
kona ka'a	his/her car	kāna pepa	his/her paper
ko 'olua noho	your (2) chair	kā 'olua poho	your (2) chalk
ko 'oukou kupuna	your (3+) grandparent	kā 'oukou 'ūpā	your (3+) scissors
ko kāua lole	our (2 incl.) dress	kā kāua puke	our (2 incl.) book
ko kākou ki'i	our (3+ incl.) picture	kā kākou 'īlio	our (3+ incl.) dog
ko māua pāpale	our (2 excl.) hat	kā māua kālana kākau	our (2 excl.) notebook
ko mākou lio	our (3+ excl.) horse		
ko lāua kāma'a	their (2) shoes	kā mākou mea 'ai	our (3+ excl.) food
ko lākou kaikunāne	their (3+) brother	kā lāua leka	their (2) letter
		kā lākou pāleo	their (3+) record

He Keiki Pōmaika'i nō Wau

Ho'oma'ama'a I:

E kākau i nā māmala'ōlelo ma lalo iho ma ka 'ōlelo Hawai'i.

1. My favorite dress is blue.
2. Where is his surfboard?
3. She is talking to her mother.
4. Our (3+ excl.) teacher is very tall.
5. I like their (2) car.
6. Your (1) work is finished.
7. What is their (3+) name?
8. How are our (2 incl.) children?
9. Give me our (3+ excl.) book.
10. Your (2) dad is strong.

Ho'oma'ama'a II:

E pane 'oe i kēia mau nīnau ma ka 'ōlelo Hawai'i.

1. Pehea ka 'ohana o Kanoa?
2. 'O wai ka inoa o kāna pāleo puni?
3. Aia i hea 'o ia e hana ai i kēia kauwela?
4. He aha ke kumu o kāna hana 'ana?
5. Aia i hea 'o ia e hele ai e he'e nalu?
6. He'e nalu 'oe? I ke kahakai hea?
7. He laikini kalaiwa ka'a kou?
8. Ho'olohe 'oe i ke kahua lekiō 'o KKUA a i 'ole iā KPOI?
9. 'Ehia ou makahiki?
10. He aha kāu pāleo puni?

He Keiki Pōmaika'i nō Wau

Ho'oma'ama'a III:

E unuhi 'oe i kēia mau māmala'ōlelo ma ka 'ōlelo Haole.

1. kā māua lekiō
2. ka'u kālā
3. kona laikini kalaiwa ka'a
4. kā kāua makana
5. ko lākou hale
6. kāu mīkini kikokiko
7. ko lāua makuahine
8. kā 'olua pāleo
9. ko mākou papa he'e nalu
10. kā 'oukou leka

XIV. Ka Pule 'ana

E pule kākou.

E ke Akua mana loa i loko o ka lani, ke nonoi nei mākou iā 'Oe i Kou ho'opōmaika'i 'ana mai iā mākou a pau.[1] Ua 'ākoakoa nō mākou ma 'ane'i no ka ho'omana'o 'ana i ka lā hānau mua[2] o Keoki. E hā'awi mai iā ia i ka na-'auao a me ka ikaika i kona ola 'ana. E kōkua a e alaka'i nō ho'i iā ia i ke ala pono. E ho'opōmaika'i mai i kona mau mākua, 'o Kanamu a me Loke Nāhinu. Ke ho'omaika'i nei mākou iā 'oe no nā mea 'ai o kēia pā'ina a me nā lima i ho'omākaukau i nā mea 'ai. E kia'i mai 'Oe iā mākou i ko mākou ho'i 'ana. Ma ka inoa o Iesu Kristo mākou e pule nei. 'Āmene.

Nā Māhele o ka Pule:

1. Ke kāhea 'ana
2. Ke kumu o ka pā'ina
3. Ka mea e ho'ohanohano 'ia nei (inā makemake)
4. Ka ho'opōmaika'i 'ana i ka mea 'ai
5. Ka pani 'ana

---

[1] mākou a pau, all of us (3+excl.)

[2] ka lā hānau mua, the first birthday

Ka Pule 'ana

Ho'oma'ama'a I:

E pane mai i kēia mau nīnau.

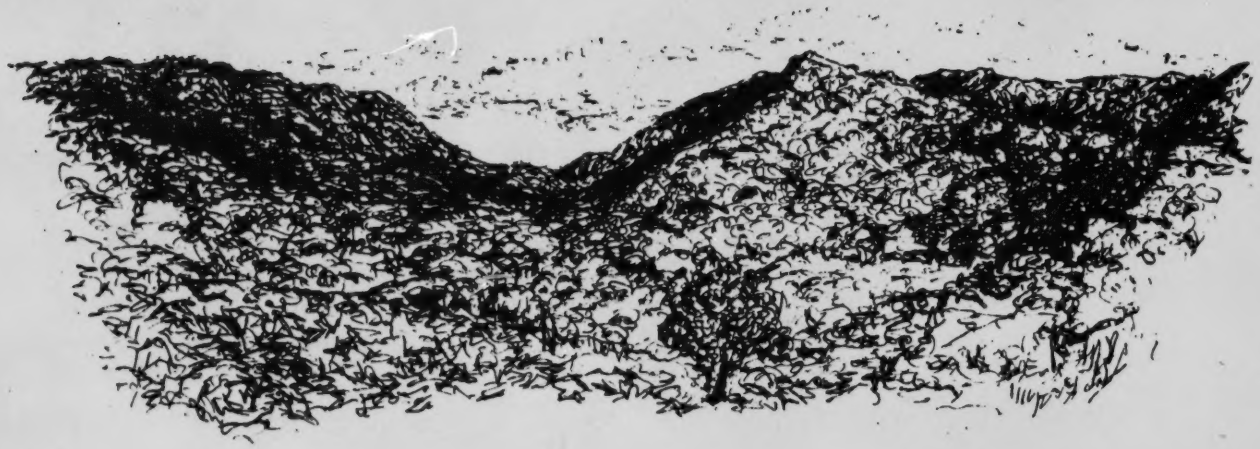
1. No wai kēia pā'ina?
2. No ke aha i ho'omākaukau 'ia ai kēia pā'ina?
3. 'O wai nā inoa o nā mākua o ke keiki kāne?
4. Ua nonoi aku ka mea i pule i ke Akua no 'elima mau mea. E ha'i mai.
   a)
   b)
   c)
   d)
   e)
5. He aha ka mana'o o nā hua'ōlelo "mana loa"?

Ho'oma'ama'a II:

Eia ka ho'omaka 'ana o kekahi pule. E ho'opau i ka pule.

E pule kākou.

E ko mākou Makua i loko o ka lani, ua hui pū nō mākou i kēia lā no ka puka 'ana o Kalei. Hau'oli nō mākou i kona puka 'ana mai ke kulanui 'o Hawai'i. Ua ho'omākaukau 'ia kēia pā'ina e kona 'ohana.



XV. I Loko o ke Awāwa 'o Moanalua

He lā nani kēia. Ke pā maila ka lā a ke pā mai nei ka makani aheahe. E hele paha i loko o ke awāwa 'o Moanalua! Aia 'o Moanalua i waho o ke kūlana-kauhale 'o Honolulu ma uka o ke kahua mokulele a ma waena o nā awāwa 'o Hālawa me Kalihi.

E kau i luna o ke ka'a[1] no ka hele 'ana i laila.[2] E hele i uka a hiki[3] i ka pā paukū kaula hao.[4] E ho'okū i ke ka'a ma luna o ka uapo ma mua o ka pā, a e komo i loko o kekahi puka o ka pā.[5] E nānā pono i ka 'ao'ao hema o ke alanui i ka hele wāwae 'ana, no ka mea, aia ma lalo o nā kumu 'ōhai nui ke kahua kahiko o ka hale nui a nani o Douglas Damon, 'o ia ho'i,[6] 'o Keaniani.

E ho'omau i ka pi'i 'ana i uka a hiki i ka hiku o nā uapo li'ili'i. Aia kekahi pōhaku nui i ka 'ao'ao 'ākau o ke alanui i loko o ke kahawai. Kapa 'ia

---

[1] kau i luna o ke ka'a, get/ride on the car

[2] i laila, there

[3] a hiki, until

[4] pā paukū kaula hao, chain link fence

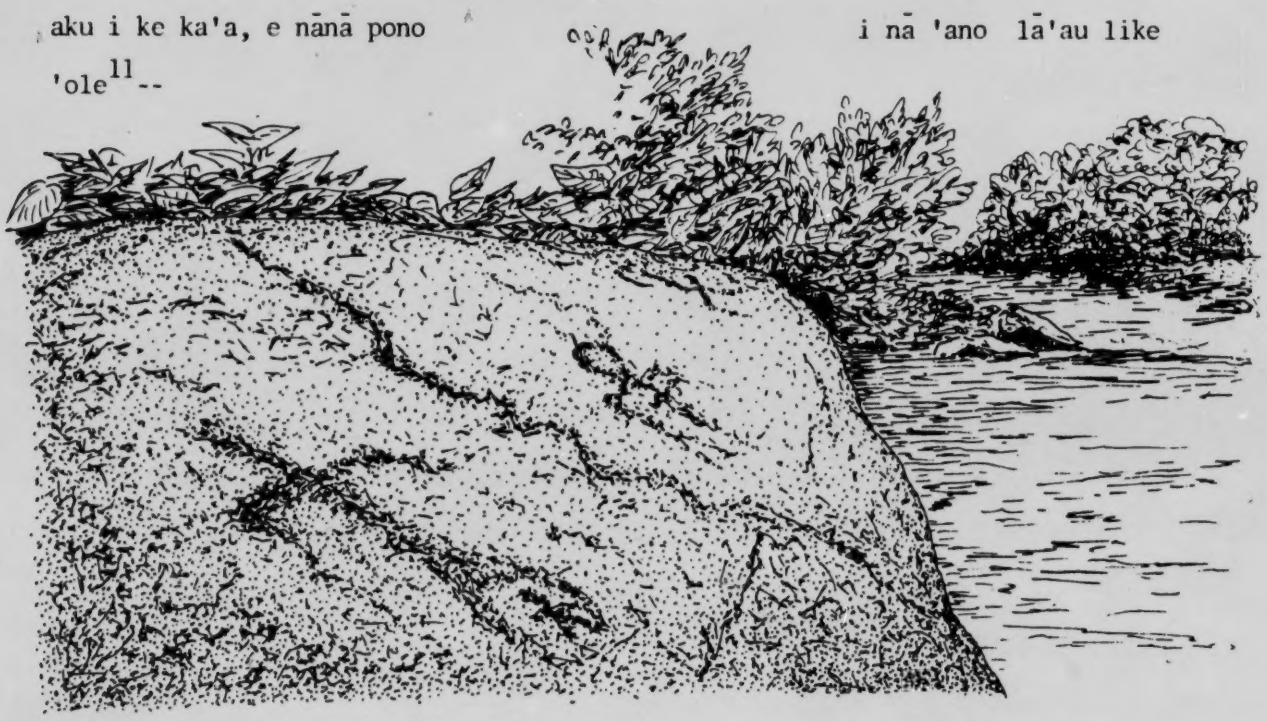
[5] kekahi puka o ka pā, a hole in the fence

[6] 'o ia ho'i, that is

kēlā pōhaku 'o Pōhakuluahine. Kaha 'ia ma luna o Pōhakuluahine he mau ki'i pōhaku. Nui nā mea hoihoi e pili ana[7] i ka mo'olelo Hawai'i ma kēlā mau ki'i.

Inā ikaika 'oe, hiki ke ho'omau i uka a pi'i i luna o Pu'u Keahiakahoe. Mai laila mai,[8] hiki ke nānā i ke ahupua'a holo'oko'a 'o Moanalua mai Maunakapu a hiki i kai i ke awa lau 'o Pu'uloa.[9]

A laila,[10] e iho i lalo me ka mālama pono a me ke akahele. I ka ho'i 'ana aku i ke ka'a, e nānā pono i nā 'ano lā'au like 'ole[11]--



nā kumu lā'au maoli o Hawai'i nei e like me ke kukui, ka 'ōhi'a lehua a me ke koa, a me nā lā'au haole i lawe 'ia mai e nā po'e 'ē.

---

[7] e pili ana, about, pertaining to

[8] mai laila mai, from there

[9] awa lau 'o Pu'uloa, many lochs of Pu'uloa; Pearl Harbor

[10] a laila, then, soon afterward

[11] nā 'ano lā'au like 'ole, different types of trees

I Loko o ke Awāwa 'o Moanalua

E 'ohi paha i ka pala'ā a ma hope e 'ako i nā pua lehua no ka haku 'ana i ka lei lehua nani i kou hiki 'ana i ka hale. Akā, e mālama pono i ka 'ako 'ana o pau i ka uhuki 'ia kēia mau kumu lā'au puni a ka lāhui Hawai'i.

A laila, ho'i i kauhale me ka hau'oli nui no kēia lā maika'i i loko o ke awāwa 'olu'olu 'o Moanalua.

I Loko o ke Awāwa 'o Moanalua

Pilina'ōlelo:

Luna, lalo, mua, loko, waho, kai, uka, and waena are all locatives. Locatives are used with a preceding preposition such as ma (at, in), i (at, in, to), o (of), mai (from). There is no article after the preposition.

Locatives connect to a following word with o (of).

Example: ma luna o ka hale on top of the house

'Ao'ao is a regular common noun and thus differs from locatives because it takes ka after a preposition. 'Ao'ao is like a locative in that it uses o to connect to a following word.

Example: ma ka 'ao'ao o ka hale at the side of the house

Ho'oma'ama'a I:

E kaha i laina ma lalo o ka hua'olelo 'ae a i 'ole o ka hua'olelo 'a'ole no ka pane 'ana i kēia mau nīnau:

1.	He pu'u 'o Moanalua	'ae	'a'ole
2.	Hiki ke ho'okū i ke ka'a ma luna o ka uapo ma mua o ka pā paukū kaula hao.	'ae	'a'ole
3.	Aia ka Pōhakuluahine ma lalo o nā kumu 'ōhai nui.	'ae	'a'ole
4.	Hiki ke pi'i i luna o Pu'u Keahiakahoe, inā ikaika loa nā wāwae a me ka pu'uwai.	'ae	'a'ole
5.	Aia he mau lā'au Hawai'i maoli wale nō i loko o ke awāwa 'o Moanalua.	'ae	'a'ole

I Loko o ke Awāwa 'o Moanalua

Ho'oma'ama'a II:

E nānā i ke ki'i ma luna a'e, a laila, e pane i nā nīnau ma ka 'ōlelo Hawai'i.

1. Aia i hea ka 'īlio?
2. Aia i hea ka pōpoki?
3. Aia i hea nā kānaka 'ohi 'ōpala?
4. Aia i hea ke kaikamahine?
5. Aia i hea ke kinipōpō?

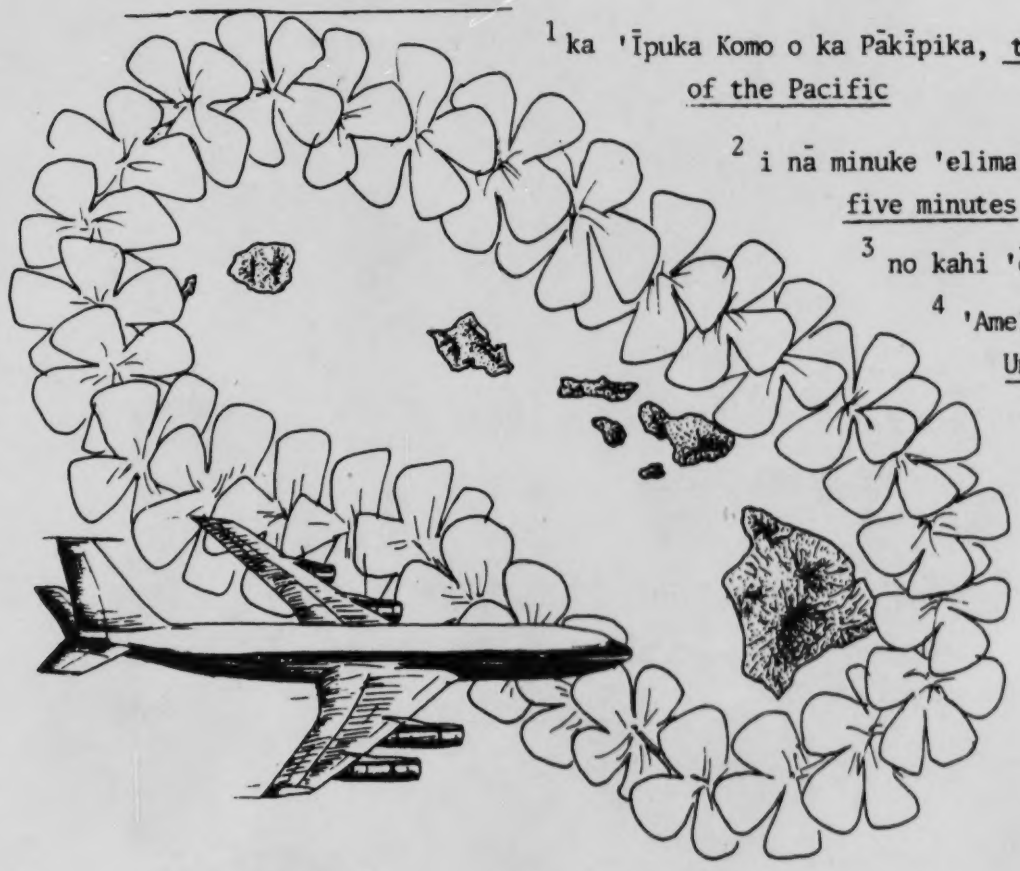
Ho'oma'ama'a III:

E unuhi i kēia mau māmala'ōlelo i ka 'ōlelo Hawai'i.

1. The stream is in the middle of the valley.
2. Waiola is inland of the Pōhakuluahine.
3. The petroglyphs are on the big rock.
4. (One) can't park the car inside of the chain link fence.
5. Because of the heavy rain, he waited under the bridge.

XVI. 'O Hawai'i, ka Moku'āina Kanalima

He kapa 'ia 'o Hawai'i nei 'o ka 'Īpuka Komo o ka Pākīpika,[1] no ka mea, nui nā mokulele e holo ana mai 'Amelika a i 'Āsia. I nā minuke 'elima a pau,[2] pae kekahi mokulele no kahi 'ē mai[3] i ke kahua mokulele 'o Honolulu. 'O Hawai'i ka moku'āina ho'okahi o 'Amelika Hui Pū 'Ia[4] nona ke 'ano[5] he pae 'āina. 'A'ole moku'āina e like me Hawai'i. O nā mokupuni nui 'ewalu o Hawai'i nei, 'o Hawai'i nō ka mokupuni nui loa a 'o Kaho'olawe ka mokupuni li'ili'i loa. He 'oi aku[6] ka nui o ka po'e[7] ma O'ahu ma mua o[8] ka po'e ma Hawai'i. 'O Honolulu ke kapikala o Hawai'i nei.



[1] ka 'Īpuka Komo o ka Pākīpika, the Gateway of the Pacific

[2] i nā minuke 'elima a pau, every five minutes

[3] no kahi 'ē mai, from away

[4] 'Amelika Hui Pū 'Ia, United States of America

'O Hawai'i, ka Moku'āina Kanalima

Aia ma kahi o[9] 'ewalu haneli kanaiwa kaukani po'e e noho nei ma Hawai'i nei, a he mau lāhui like 'ole lākou.[10] No laila, nui nā 'ōlelo e 'ōlelo 'ia nei ma Hawai'i nei. Ua 'ike anei 'oe he po'e ko Hawai'i nei i hiki ke 'ōlelo i ka 'ōlelo Hawai'i, Pelekānia, Kepanī, Pākē, Kōlea, Kāmoa, Lūkia, Wiekanama, Palani, Paniolo, Kelemānia me ka Pilipino? Kipa mai ka po'e mai ke ao holo-'oko'a i Hawai'i no ke kaulana o Hawai'i. 'O ka 'oihana po'e māka'ika'i[11] ka 'oihana nui o nā 'oihana a pau ma Hawai'i. I kekahi manawa 'oi aku ka nui o ka po'e māka'ika'i ma Waikīkī ma mua o nā kama'āina.

No ke aha e hele mai ai ka po'e māka'ika'i i Hawai'i nei? Hele mai lākou, no ka mea, kaulana 'o Hawai'i nei no kona mālie, uluwehiwehi, no kona mau mele a me nā hula nani, no kona mea 'ai 'ono, no kona makani aheahe, no kona mau kahakai nani, a 'o ka 'oi loa,[12] no kona ho'okipa me ke aloha. Laki nō 'oe i kou noho 'ana i Hawai'i!

---

5 nona ke 'ano, which is

6 'oi aku, more, as I have more cousins than you

7 ka nui o ka po'e, the amount of people

8 ma mua o, than

9 aia ma kahi o, approximately, in the area of

10 he mau lāhui like 'ole lākou, they are of different races

11 'oihana po'e māka'ika'i, tourist industry, tourism

12 ka 'oi loa, the very best, especially

'O Hawai'i, ka Moku'āina Kanalima

Pilina'ōlelo:

The comparative and the superlative forms of adjectives.

1. The comparative.

When you compare a person, place, or thing with another person, place, or thing, or a group of them, you use the comparative form of the adjective. The comparative is formed like this in Hawaiian:

'Oi aku + ka/ke adjective o + ma mua o

Examples: Kanoa is taller than Keola.

'Oi aku ka lō'ihi o Kanoa ma mua o Keola.

Today is colder than yesterday.

'Oi aku ke anuanu o kēia lā ma mua o nehinei.

Orchids are more expensive than carnations.

'Oi aku ka pipi'i o ka 'okika ma mua o ka ponimō'ī.

Honolulu is bigger than 'Aiea.

'Oi aku ka nui o Honolulu ma mua o 'Aiea.

2. The superlative.

When you classify a person, place, or thing as the most or the least of a group, you use the superlative form of the adjective. The superlative is formed like this in Hawaiian:

. . . ka/ke + noun + adjective + loa . . .

Examples: Kanoa is the tallest boy in the class.

'O Kanoa ke keiki lō'ihi loa o ka papa.

Today is the coldest day of the year.

'O kēia lā ka lā anuanu loa o ka makahiki.

The orchids are the most expensive flowers.

'O ka 'okika ka pua pipi'i loa o nā pua.

'O Hawai'i, ka Moku'āina Kanalima

Ho'oma'ama'a I:

E kaha i laina ma lalo o ka hua'ōlelo 'ae a i 'ole o ka hua'ōlelo 'a'ole.

1. 'O Honolulu ke kapikala o Hawai'i nei.	'ae	'a'ole
2. Nui nā moku'āina e like me Hawai'i nei.	'ae	'a'ole
3. 'O Kaua'i ka mokupuni li'ili'i loa o nā mokupuni nui 'ewalu o Hawai'i nei.	'ae	'a'ole
4. 'Oi aku ka nui o ka po'e o O'ahu ma mua o ka mokupuni 'o Hawai'i.	'ae	'a'ole
5. 'O Hawai'i ka moku'āina kanahā.	'ae	'a'ole
6. Li'ili'i nā 'ōlelo e 'ōlelo 'ia nei ma Hawai'i nei.	'ae	'a'ole

Ho'oma'ama'a II:

E ho'opihapiha i kēlā me kēia hakahaka ma lalo nei me kekahi o kēia mau hua'ōlelo.

Palani	Lādana	Tōkio	'Amelika Hui Pū 'Ia	Mokekao
Lūkia	Palisa	Pelekāne	Wakinekona	Iāpana

1. 'O _____ ke kapikala o _____.
2. 'O _____ ke kapikala o _____.
3. 'O _____ ke kapikala o _____.
4. 'O _____ ke kapikala o _____.
5. 'O _____ ke kapikala o _____.

'O Hawai'i, ka Moku'āina Kanalima

Ho'oma'ama'a III:

A. E unuhi ma ka 'ōlelo Hawai'i. E nānā i ka helu 'ekahi o ka Pilina'ōlelo.

1. Lāna'i is smaller than Maui.

_____

2. The coconut tree is taller than the hala tree.

_____

3. There are more tourists in Waikīkī than on Ni'ihau.

_____

4. It is windier in Kāne'ohe than in 'Aiea.

_____

B. Study the examples in the Pilina'ōlelo carefully, and then practice writing the superlative as follows: Describe the boys or girls in your class whom you feel are the most distinguished in each of the qualities listed below. The first one is completed for you.

1. (lō'ihi) 'O (Keola) ka inoa o ke keiki lō'ihi loa o ka papa. 'O (Noelani) ka inoa o ke kaikamahine lō'ihi loa o ka papa.

2. (hō'oio) _____

_____

3. (kolohe) _____

_____

4. (hau'oli) _____

_____

5. ('olu'olu) _____

XVII. Kinipōpō Peku Wāwae

E heluhelu kākou i kēia mo'olelo me ka nānā pono i nā wā no ka mea he 'ano 'oko'a nā wā ma ka 'ōlelo Hawai'i. 'A'ole like me ka 'ōlelo Haole.

E ho'ā'o 'oukou e haku i kā 'oukou ho'ōho ma ka 'ōlelo Hawai'i. Ua 'ano kahiko paha ka ho'ōho o kēia pā'ani kinipōpō peku wāwae. Eia kekahi ho'ōho a'e:

Huli, huli, a peku i ke kuli!

Hele, hele, a peku i ka 'ōkole!

'Ae. Ke mana'olana mai au e nanea ana ko 'oukou heluhelu 'ana a ho'olohe 'ana kekahi i kēia wahi mo'olelo i haku 'ia no kekahi mau māhele o ka pā'ani kinipōpō peku wāwae.

EIA A'E NĀ KIME! KE KOMO MAI NEI LĀKOU A E ALAKA'I 'IA ANA LĀKOU E KO LĀKOU MAU MEA HO'OLAKI. HE 'ĪLIOPULU KO NĀ BULLDOGS, A HE 'ELEPANI KO NĀ MAMMOTHS.

1

E KUAPO ANA NĀ 'AO'AO I MAKANA.

2

AUĒ! KE HAE NEI KĀ 'ĪLIOPULU I KA 'ELEPANI.

3

AUĒ! KE KŪ NEI KA 'ELEPANI I LUNA!

4

AUE! NUI KA MAKA'U O KA 'ĪLIOPULU.

5

AUĒ NŌ HO'I Ē![2] KE WALAKUANEI KA 'ELEPANI I HOPE!

6

ALOHA 'INO![3] KE HO'I NEI NĀ 'AO'AO 'ELUA ME KA HILAHILA NUI.

7

Kinipōpō Peku Wāwae

1 eia a'e, here come

2 auē nō ho'i ē, oh my goodness!

3 aloha 'ino, what a pity!

87

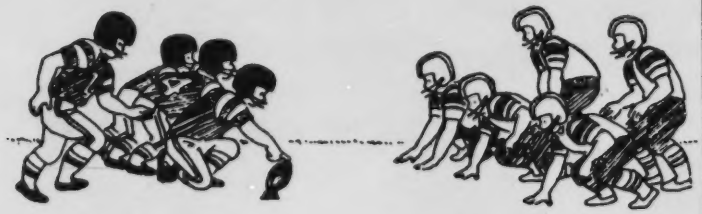
MA MUA O KA PEKU 'ANA, EIA NĀ HO'ŌHO O NĀ BULLDOGS ME KĀ LĀKOU HO'ŌHO!

1

'ĀPALA NUI, 'ĀPALA IKI, SUSI KIU! MAMMOTHS, MAMMOTHS! E HO'I HIAMOE!

2

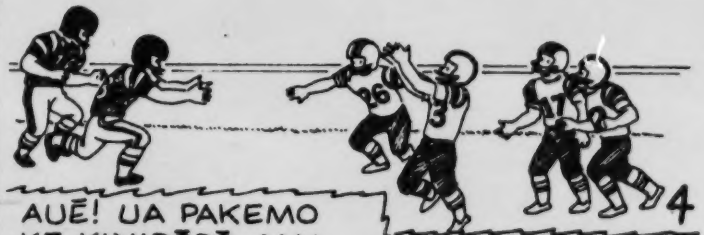
'AE, UA MĀKAUKAU NĀ KIME. E PEKU ANA NĀ BULLDOGS.



3

KI'EKI'E KA PEKU! MAIKA'I!

E 'APO ANA 'O KALIMA PAKIKA I KE KINIPŌPŌ!



4

AUĒ! UA PAKEMO KE KINIPŌPŌ MAI KA LIMA O KALIMA PAKIKA! HE PAKEMO! HE PAKEMO!

5

AUĒ! KA PAILA Ē! KE PAILA NEI NĀ KEIKI PĀ'ANI KEKAHI MA LUNA O KEKAHI!

6

ALOHA 'INO! KE HO'IHO'I 'IA NEI 'O KALIMA PAKIKA MA LUNA O KA MĀNELE. UA 'EHA 'IA 'O IA.

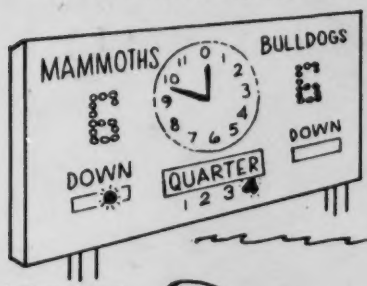
7

4 e ho'i hiamoe, go to bed (In Hawaiian, when we say, "go to bed," we are actually saying go back to wherever it is that you sleep--home. This expression, when said rudely, denotes that the person or persons spoken to should go home and sleep, because he is of no use where he is at that particular time. Note also in colloquial speech that "e," meaning to do, has been left out in the expression "e ho'i (e) hiamoe.")

5 kekahi ma luna o kekahi, one on top of the other

68

HE 'UMIKŪMĀKAHI KEKONA I KOE.



'EONO A 'EONO! PA'I A PA'I! 'O IA KA HELU A HE 'UMIKŪMĀKAHI WALE NŌ KEKONA I KOE. 1

AIA KE KINIPŌPŌ I NĀ MAMMOTHS MA KA 'ĪĀ KANALIMA. E PONO PAHA LĀKOU E HO'Ā'O NO KA 'AIPEKU.

PEHEA? 'O KA HO'Ā'O 'EKOLU KĒIA. 2

'A'OLE LĀKOU E PEKU ANA. E HĀPAI ANA LĀKOU I KE KINIPŌPŌ. 3

HUKI HOPE 'IA KE KINIPŌPŌ. 4

EMI HOPE MAI KE KUATAPEKA. E NĀNĀ ANA 'O IA I KEIKI 'APO.

AI'A. KILOI KE KUATAPEKA. HE KILOI MAIKA'I. 6

'APO A PA'A KE KEIKI 'APO 'O KEOKI MIKIMIKI.

A KULA'I 'IA 'O IA E MAKANI HELEULŪLU, HELU KANALIMAKŪMĀ-KAHI, MA KA 'ĪĀ 'UMIKŪMĀLUA.

8

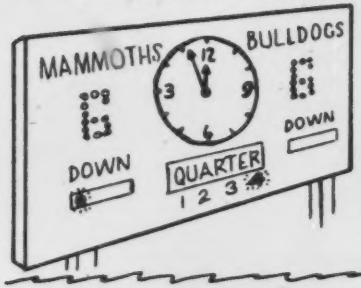
7

Kinipōpō Peku Wāwae

pa'i a pa'i, it's a tie, a draw
aia ke kinipōpō i nā Mammoths, the Mammoths have the ball
e pono paha lākou, perhaps they should
ai'a, there it is, said in exclamation
'apo a pa'a, receives and holds on tight

91

'O KA HO'Ā'O MUA KĒIA.



E PEKU ANA PAHA LĀKOU, 'A'OLE PAHA? HE "EHĀ KEKONA I KOE. 1

'AE. UA KOHO LĀKOU E HO'Ā'O NO KA 'AIPEKU. HO'I HOPE MAI KA HELU 'UMIKŪMĀKAHI, 'O KAMANAMANA WĀWAE, NO KA PEKU 'ANA. 2

EIA MAI [12] KA HUKI HOPE. 3

AUĒ! 'A'OLE MAIKA'I!

PAKEMO IĀ KAMANAMANA. 4

KE ALUALU NEI 'O IA I KE KINIPŌPŌ E HOPU. 5

AI'A. UA HOPU 'O IA I KE KINIPŌPŌ A KE HOLO NEI! KE HĀPAI NEI 'O IA!

6

KE HOLO NEI 'O IA I KA 'ĀKAU, A KE KŪPALE NEI 'O KEOKI MIKIMIKI NONA.

7

AI'A! HE 'AIHOLO! HE 'AIHOLO! E!'A! [13] UA KANI KE PŪ! UA LOA'A I NĀ MAMMOTHS KA 'AI, UA LANAKILA LĀKOU! HE [14] UMIKŪMĀLUA 'AI NA NĀ MAMMOTHS A HE 'EONO NA NĀ BULLDOGS!

8

11 He, used to emphasize the number of seconds (Actually an equational marker being redundant to emphasize number of what--He kekona/'ehā kekona; it's seconds/four seconds)

12 ei'a mai, here it is, said in exclamation

13 ei'a, here/there you have it, said in exclamation

14 He, used to emphasize the number of points

Kinipōpō Peku Wāwae

Pilina'ōlelo:

Tense in Hawaiian is indicated by verb markers. The following are the verb markers used in this lesson:

KE verb NEI - present progressive

UA verb - past

E verb ANA - future

E verb ANA - happening now and continuing

Verb 'IA - passive

E verb - imperative or strong suggestion

Verb - present (naked verb)

Note that the present (naked verb) has no visible markers. Note also that in English we make no distinction between present progressive and happening now and continuing as we do in Hawaiian. For the English sentence "the boy is eating," the Hawaiian would choose one of two versions: Ke 'ai nei ke keiki if it impresses the speaker that the action in progress is now, and E 'ai ana ke keiki if it impresses the speaker that the action is happening and continues. This difference is not distinguished in English and, therefore, may be difficult to grasp for English-speaking students.

Ho'oma'ama'a I:

E unuhi i ka 'ōlelo Haole.

1. Ke komo nei nā kime ma ke kahua pā'ani.
2. Ke alaka'i 'ia nei lākou e ko lākou mau mea ho'olaki.

Kinipōpō Peku Wāwae

3. E kūpale ana 'o Keoki no Kamanamana.
4. E peku lākou i ke kinipōpō.
5. Ua kula'i 'ia 'o ia ma ka 'īā 'umikūmālua.
6. Emi hope mai ke kuatapeka.
7. Huki hope 'ia ke kīnipōpō.
8. Ua kū ka 'elepani i luna.

E unuhi i ka 'ōlelo Hawai'i.

9. Keoki should catch the ball.
10. Keoki will catch the ball.
11. Keoki is catching the ball now.
12. The ball is being caught by Keoki.
13. Keoki catches the ball.
14. The ball is caught.
15. The ball was caught.
16. Keoki caught the ball.

Ho'oma'ama'a II:

E huli a loa'a nā māmala'ōlelo 'elua mai luna a'e i like ko lāua wā (tense). A laila, e kākau i ko lāua helu ma hope o ko lāua wā e like me kēia:

1. present progressive - 1 & 11
2. past -
3. future -
4. passive in present progressive -
5. passive in past -
6. passive in present (naked verb) -
7. present (naked verb) -
8. imperative -

Kinipōpō Peku Wāwae

Ho'oma'ama'a III:

He ha'awina ho'oma'ama'a kēia no ke kumu a me nā haumāna. Na ke kumu e kūkā i kēia mau nīnau me nā haumāna a e pane ma ka 'ōlelo Haole.

1. Ma ke ki'i mua o ka māhele mua o ka pā'ani kinipōpō peku wāwae, he aha ka unuhina 'ōlelo Haole no ka māmala'ōlelo, "Ke komo mai nei lākou a e alaka'i 'ia ana lākou e ko lākou mau mea ho'olaki"?
   Ua like anei nā wā--ke komo mai nei/e alaka'i 'ia ana--ma ka 'ōlelo Hawai'i? No ke aha? (E nānā i ka māhele pilina'ōlelo.)
2. A pehea ma ke ki'i 'elima o ka māhele 'ekolu o ka pā'ani kinipōpō peku wāwae? He aha ka unuhina 'ōlelo Haole no nā māmala'ōlelo, "Emi hope mai ke kuatapeka. E nānā ana 'o ia i keiki 'apo"?
   Ua like anei nā wā--emi hope mai/e nānā ana--ma ka 'ōlelo Hawai'i? No ke aha?

Na ke kumu nō e no'ono'o i kekahi mau wā ho'ohālike me ka wā E verb ANA i kūkā 'ia ma luna a'e a e ho'oma'ama hou aku me nā haumāna. E ho'omana'o i nā haumāna, 'a'ole like loa ka no'ono'o no kekahi wā ma ka 'ōlelo Hawai'i me ka no'ono'o Haole.

XVIII. Ka Inoa Waena Lō'ihi ma ka Honua Nei

'O Wana'ao ka inoa o ke kaikamahine a Wiliama Lee lāua 'o Akeneki. I kona hānau 'ia 'ana, he inoa waena lō'ihi loa i hā'awi 'ia e kona makua kāne iā ia. Penei ka mo'olelo e pili ana[1] i kēia inoa lō'ihi loa.

I ka pō i hānau 'ia ai 'o Wana'ao ma mua o ke aumoe o ka lā iwakāluakūmākahi o Pepeluali, ka makahiki 'umikūmāiwa kanaonokūmāhiku, ua ha'alele akula 'o Wiliama Lee i kāna wahine me ka pēpē hou ma ka haukapila, a hele akula i ka 'Ilikai no kekahi mea e 'ai ai.[2] Ma hope iho,[3] i ka hapalua hola 'ehā paha kēlā o ke kakahiaka, hele wāwae ana 'o ia no kona home ma 'ō a'e o ka YMCA[4] ma Waikīkī. Pā aheahe maila ka makani, puīa maila ke 'ala o ka 'awapuhi, ke 'ala o ka pīkake, a me ke kēhau ma luna o ka mau'u. Ua kokoke i ka wana'ao. Pēlā i loa'a ai ka inoa mua o ke kaikamahine.

Ho'okahi hola ma hope iho, ua loa'a ka inoa waena. Eia ka inoa i pokepoke 'ia

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[1] e pili ana, pertaining to

[2] no kekahi mea e 'ai ai, for something to eat

[3] ma hope iho, later

[4] ma 'ō a'e o ka YMCA, beyond the YMCA

Ka Inoa Waena Lōʻihi Loa ma ka Honua Nei

i maʻalahi ka ʻōlelo ʻana: "Nā-pua-mōhala-onaona-a-me-ka-wehiwehi-o-nā-kuahiwi-a-me-nā-awāwa-ke-hoʻomaka-ke-hōʻaʻala-ke-ea-o-nā-ʻāina-nani-ākea-o-hawaiʻi-i-ka-wanaʻao."

Ma muli o[5] kēia inoa lōʻihi loa i kono ʻia mai ai ʻo Wanaʻao me kona mau mākua e ka hui kīwī Kepanī[6] e hele aku i Iāpana. ʻIke kēia hui kīwī i ka inoa lōʻihi loa o Wanaʻao i loko o ka Guinness Book of World Records i kēlā makahiki aku nei.[7] I kēia makahiki lākou i hoʻokolo ai no Wanaʻao. Hoʻouna ʻia mai ʻo Tsujio Saotome e ka hui kīwī. Huli ʻo ia a puni ʻo Oʻahu,[8] ʻaʻohe hoʻokahi kanaka i maopopo iā Wanaʻao. No laila,[9] hele ʻo Saotome i ke keʻena o ke kiaʻāina. Na Al Miyasato, kekahi o nā kānaka hana[10] o ke keʻena, i kōkua iā ia. Kāhea ʻo ia i ke keʻena o ka Vital Statistics. Loaʻa akula ka inoa ʻo Wanaʻao. Ua kamaʻāina ka hope kākau inoa[11] iā Wiliama Lee, no ka mea, nāna i kākau (i*) ka inoa ma luna o ka palapala lā hānau

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5 ma muli o, because

6 hui kīwī Kepanī, Japanese TV Network

7 i kēlā makahiki aku nei, last year

8 a puni ʻo Oʻahu, all over Oʻahu

9 no laila, so, therefore

10 kekahi o nā kānaka hana, one of the workers

11 hope kākau inoa, assistant recorder

o ka pēpē me ka hana nui[12] no ka lō'ihi loa o ka inoa.

Ho'ouna 'o Al Miyasato i ka 'elele i ka home o Wiliama Lee. Wahi āna,[13] nui ka pīhoihoi 'o Saotome. Ho'okipa a ho'olaule'a 'ia kahi[14] 'elele e Wiliama mā. He mau mahina ma hope o ka ho'i 'ana 'o Saotome i loa'a mai ai ke kono. I ka lā iwakālua o 'Aukake i ha'alele ai lākou no Iāpana.

*i object marker has the option of being left out in a na structure as has occurred in this sentence.

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[12] hana nui, difficulty

[13] wahi āna, he said

[14] kahi, literally, "the little," used in emotional Hawaiian for "the"

Ka Inoa Waena Lō'ihi Loa ma ka Honua Nei

Pilina'ōlelo:

1. In the active voice, the subject does the action of the verb, but in the passive voice, the subject receives the action of the verb.

The word hānau has two meanings: to give birth, and born. Therefore, hānau is both an active and stative verb in that "to give birth" involves action, while "born" states a condition.

2. 'O is used as a topic marker in Hawaiian, while o is possessive. Note that although we say "the island of Moloka'i" in English, in Hawaiian this is a case of identity and not possession, so 'o is used: ka mokupuni 'o Moloka'i.

Ho'oma'ama'a I:

E pane mai i kēia mau nīnau:

1. 'O wai ka inoa waena lō'ihi loa?
2. I hea 'o Wana'ao i hānau 'ia ai?
3. He aha ke kumu a Saotome i hele mai ai i Hawai'i nei?
4. Na wai i kōkua iā Saotome?
5. No ke aha lā i kapa 'ia ai ke kaikamahine i ka inoa lō'ihi e kona makua kāne?

Ho'oma'ama'a II:

E unuhi ma ka 'ōlelo Haole.

1. Ua hānau ka makuahine i ka pēpē.
2. Ua hānau 'ia ka pēpē ma ka haukapila.
3. Ua hānau ka pēpē i ka lā iwakāluakūmākahi o Pepeluali.
4. Ke kono 'ia nei 'o Wana'ao e Saotome e hele i Iāpana.

5. E ho'okipa 'ia ana 'o Wana'ao e ka hui kīwī Kepanī.

Ho'oma'ama'a III:

E unuhi ma ka 'ōlelo Hawai'i. Mai kākau i ka hua'ōlelo "ko" ma kāu unuhi 'ana.

1. Nāpua went to Japan.
2. Wana'ao is the name of the girl.
3. Go to Kapi'olani Hospital.
4. He went to the doctor's office on July 1.
5. I'll wait in front of Roosevelt High School.

XIX. Limu Kohu

He aha ia mea 'o ka limu kohu? 'Ae. He mea 'ai ia mai ke kai mai. Ulu 'o ia i loko o ke kai ma luna o ka pōhaku ma nā wahi papa o ke kai,[1] a ulu nō ho'i 'o ia ma nā wahi 'ōkaikai loa. He nui nō kona mau lālā e pili pū ana.[2] 'O ka lō'ihi o kēia mau lālā, he mau 'īniha wale nō, ma waena o 'elua a 'eono 'īniha. He 'ula kona kala.

Ke nānā 'oe i ia limu i loko o ke kai, 'ike 'oe i ka holuholu o kēia limu. Holuholu nō nā limu ma ke kūlana o ke kai,[3] i mua a i hope. 'Olu-'olu kou maka i kēia nānā 'ana.

Kūlou 'oe a ho'omaka i ka 'ohi. 'A'ole huki 'ino mai ka mole mai, no ka mea, inā ho'omau 'ia kēia hana e nā po'e 'ohi limu kohu, ma hope,[4] nele kākou i ka limu kohu. Pono nō e 'umiki i ka lālā. 'Ohi 'oe a pau kou makemake.

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[1] nā wahi papa o ke kai, reef areas of the sea

[2] e pili pū ana, clinging together

[3] ma ke kūlana o ke kai, according to the nature of the sea

[4] ma hope, then, soon afterward

Limu Kohu

Iā 'oe e 'ohi nei[6] i ka limu, maka'ala 'oe i ke kai. He 'oia'i'o nō malo'o ke kai, akā, kekahi manawa pi'i mai ke kai a po'i ma luna ou a pulu 'oe. I kekahi manawa[7] lilo kāu 'eke limu i ke kai. Pono nō e 'ohi me ka maka'ala i ke kai.

'O ka ho'oma'ema'e 'ana i ka limu kohu, kaka 'oe i kēia mau limu i loko o ka pola wai kai, ka ipuhao, ke kini a 'o ka mea loa'a.[8] Wae 'oe i ka limu 'ē a'e me ka pōhaku li'ili'i a me ke one. Pono nō 'elua manawa e ho'ololi ai i ka wai kai. Inā 'a'ohe āu wai kai, ho'ohui 'oe i ka pa'akai me ka wai maoli. Mai ho'onui i ka pa'akai, ma hope[9] 'awa'awa loa ka wai.

Pau kēia hana, a laila,[10] 'oki'oki 'oe i ka limu kohu. Kāpī 'oe i kēia mau limu i 'oki'oki 'ia i ka pa'akai, 'a'ole i ka pa'akai Haole. Kekahi po'e, 'a'ole lākou makemake i ka 'oki'oki 'ana. No laila,[11] aia nō iā 'oe iho nō.[12]

Ka 'ai 'ana, hiki nō ke lomi 'ia me ka i'a maka, ka 'opihi, ke ake a pēlā wale aku. Kekahi nō,[13] hiki nō ke 'ai i ka limu kohu wale nō. Ka hana nui i koe,[14] 'ai 'oe me ka 'ono o ka pu'u.[15]

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6 iā 'oe e 'ohi nei, as you are gathering

7 i kekahi manawa, sometimes

8 ka mea loa'a, whatever is available

9 ma hope, or else, lest

10 a laila, then, soon afterward

11 no laila, so, therefore

12 aia nō iā 'oe iho nō, it's up to you

13 kekahi nō, also

14 ka hana nui i koe, the major thing left to do

15 'ai 'oe me ka 'ono o ka pu'u, savor it, enjoy its deliciousness

Limu Kohu

Pilina'ōlelo:

We all know the kind of English taught in school is not the kind we usually speak outside of English or speech class. In fact, our language develops with us as we mature from babies to adults, so that by the time we are adults we no longer speak as we did when we were children.

We have what we call colloquial or conversational English (especially Hawai'i kind English) as used at home or with our friends, and we usually use standard English when we write a letter to the editor of a newspaper, for example, or when writing a paper for history class.

The few aspects of conversational Hawaiian appearing in the reading "Limu Kohu" are cited not because we are necessarily encouraging you to learn conversational Hawaiian. It is to make you aware that Hawaiian has both conversational and standard forms as do English and most other languages. You are to learn standard Hawaiian because there is a place for standard Hawaiian as there is for standard English. Conversational Hawaiian can be taught in a separate course to avoid confusion, because it's almost a whole new language in itself. In fact, the reading "Limu Kohu" is really not recorded strictly in colloquial fashion. It is a mixture of both standard and colloquial Hawaiian. But there is enough conversational Hawaiian to give you a taste of it.

Perhaps you have or will have the opportunity to engage in conversational Hawaiian with native speakers of Hawaiian; then you will have the ideal situation to pick up colloquial use of Hawaiian.

The following are some aspects of conversational Hawaiian as they are

used in the reading "Limu Kohu."

Ma hope replaces o, meaning "lest something happen."

Kahi replaces kekahi, meaning the indefinite article "a" or "some."

The topic marker 'o may be omitted before the definite article ka and the word kekahi, meaning "moreover" or "besides," when they occur at the beginning of a complete thought.

The preposition i, "in, at," may be omitted before the indefinite article kekahi when it occurs at the beginning of a complete thought. The omission of a, "when," may occur when the meaning "when" can be understood from the context, as in Pau kēia hana, meaning "When this is done."

The omission of the verb marker e (imperative) may occur at the beginning of a complete thought.

Ho'oma'ama'a I:

E kaha i laina ma lalo o ka hua'ōlelo 'ae a i 'ole o ka hua'ōlelo 'a'ole.

1.	Ulu ka limu kohu ma nā wahi 'ōkaikai loa.	'ae	'a'ole
2.	E huki 'ino i ka limu kohu mai ka mole mai.	'ae	'a'ole
3.	E maka'ala i ka 'ohi 'ana i ka limu kohu.	'ae	'a'ole
4.	E kaka i ka limu kohu i loko o ka wai wela.	'ae	'a'ole
5.	E kāpī i ka limu kohu i ka pa'akai Haole.	'ae	'a'ole
6.	Hiki ke 'ai i ka limu kohu me ke ake.	'ae	'a'ole

Limu Kohu

Ho'oma'ama'a II:

E kaha i laina a puni ka hua'ōlelo 'ē ma kēia mau māhele hua'ōlelo.

1.	'oki'oki	'umiki	kāpī
2.	'ike	'ai	nānā
3.	pa'akai	pola	ipuhao
4.	wai	pōhaku	kai
5.	ho'oma'ema'e	kaka	pi'i
6.	'ono	'opihi	'awa'awa

XX. Leo Hone o ke Kupuna

He 'oia'i'o, ua moe kau a ho'oilo[1] ko'u kupuna wahine he mau makahiki aku nei,[2] akā, 'o kona leo hone, mau nō ke kani i ko'u mau pepeiao.

Ke noho iho au a ho'omana'o a'ela iā Kūkū, hiki nō ia'u ke lohe aku i kona leo e hea ana, "E ku'u mo'opuna, 'auhea 'oe?[3] E hele mai, e hele mai 'oe i o'u nei.[4] 'O 'oe nō ka'u hānai pono'ī, mai ko wā kamaiki a nui a'ela 'oe. No laila, he nui ko'u aloha iā 'oe. E mālama ana nō wau iā 'oe a hiki[5] i ka pau 'ana o ko'u ikaika. A laila, na ka 'ohana e mālama mai iā 'oe, a nui loa a'e 'oe.[6] Akā, 'o nā mea pono a maika'i a Kūkū i a'o aku ai iā 'oe,

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[1] moe kau a ho'oilo, sleeping the summers and winters away; figurative representation of death

[2] he mau makahiki aku nei, several years past

[3] 'auhea 'oe, are you listening

[4] i o'u nei, to me; to my presence

[5] a hiki, until

mai ho'opoina 'oe, 'eā ? Pehea, ua lohe akula kēnā mau pepeiao ho'okuli ou?"

I nā ahiahi lāpule a pau, noho ihola au i mua o ke alo o Kūkū, a a'o maila kahi Kūkū ia'u i ka pī'āpā a me nā helu. Ho'opili a'ela au iā Kūkū. 'O ka'u mea hoihoi loa, ke a'o mai 'o Kūkū ia'u i ka pī'āpā a me nā helu, no ka mea, he hīmeni kā māua hana e like me kēia: 'ekahi, 'elua, 'ekolu, 'ehā, 'elima, 'eono, 'ehiku, 'ewalu, 'eiwa, 'umi, hā, kā, lā, mā, nā, pā, wā; hē, kē, lē, mē, nē, pē, wē; hī, kī, lī, mī, nī, pī, wī; hō, kō, lō, mō, nō, pō, wō; hū, kū, lū, mū, nū, pū, wū. Ke hali'a wale nei au i ka leo o ko'u Kūkū, he leo honehone ho'i kau.[7]

He haipule kā māua hana i nā lā a pau. Penei ihola kahi pule a Kūkū i a'o mai ia'u: "Ka Makua, ke Keiki, ka 'Uhane Hemolele, 'āmene." A laila, hīmeni a'ela māua iā "Nū 'Oli," "Iesu, e Pailaka mai Ia'u," a me nā mele 'ē a'e[8] he nui. I ka pau 'ana o ko māua hīmeni 'ana, a laila, heluhelu maila 'o Kūkū ia'u mai ka puke 'o Halelū a me nā Solomona. 'O ke kumu ho'i a Kūkū i heluhelu ai i kēia mau puke mai ka Paipala mai, 'o ia ho'i, i hiki ai ia'u[9] ke ho'opa'ana'au i nā paukū mai loko o kēia mau puke.

He nui nā mea maika'i a Kūkū i a'o mai ai ia'u i ko'u wā kamaiki. Ua hana 'o ia no ko'u pono ma kēia noho honua 'ana.[10] Akā, 'o kona leo hone, 'o ia mau nō ke kani nei i ko'u mau pepeiao. 'O kahi leo nō ia o ke aloha o nā kūpuna o ka lāhui Hawai'i. Aloha nō.

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[6] a nui loa a'e 'oe, until you've become bigger

[7] he leo honehone ho'i kau, it's such a sweet voice

[8] nā mele 'ē a'e, (the) other songs

[9] 'o ia ho'i, i hiki ai ia'u, which was so I could

[10] noho honua 'ana, life on earth

Pilina'ōlelo:

There are several ways to express the meaning of "from" in Hawaiian. Mai + definite word marker + common noun is one way. The following are some examples:

mai ka 'āina	from land/the land
mai ke kula	from school/the school
mai kona wahi	from his place
mai kēia puke	from this book

Note that mai ke kula and mai ka 'āina are translated either with or without the definite article ka translated into English. In English one may be specific by saying "from the school," or one may be general by saying "from school." But as a general rule, a definite word marker precedes the common noun in Hawaiian, such as those given above: ke + c. noun, ka + c. noun, kona + c. noun, kēia + c. noun, etc. You may have noticed, however, that mai may also precede words such as loko, luna, uka, without a definite word marker preceding them, so that we may say:

mai loko - from within

mai luna - from on top

mai uka - from the upland area

Words like loko, luna and uka are a special class of nouns in Hawaiian, because they are understood as general names for more specific common noun places. They are sometimes referred to as locatives, because they deal with a location. For example, loko, meaning "inside," is the general name for anything that has the meaning of loko or "inside," such as the common

noun "house" has an inside, the common noun "stomach" has an inside, etc. So if you want to say something came from inside the house, you would say mai loko o ka hale rather than mai ka hale, which simply means from the house or home. Note that locatives used in this manner are always followed by o possessives. Note also that mai is frequently used with directionals, as in the following examples:

mai ke kula mai - from school

mai luna aku o ko'u po'o - from the top of my head

There are several ways to express the meaning of "when" or "if." Ke preceding the verb is commonly translated as "if" or "when," but really means "if" or "when" as "in time it will happen and when it does; whenever." For example, the sentence, "If you think about it, he is right" would require that ke be used for the word "if" in English, because the meaning is not whether you will think or not. The feeling is that you will think in a matter of time, and whenever you do, you will know that he is right. Whereas, "If you think, then I will think" denotes a question about whether your thinking will happen or not, and therefore ke is not used in this kind of situation.

For further examples of the use of ke, refer to your reading.

Ho'oma'ama'a I:

Eia kekahi mau māmala'ōlelo ma ka 'ōlelo Hawai'i a me ka 'ōlelo Haole. E unuhi i ka 'ōlelo Hawai'i i ka 'ōlelo Haole, a e unuhi i ka 'ōlelo Haole i ka 'ōlelo Hawai'i.

1. mai ke ka'a	1. from inside the car
2. mai ka paila	2. from on top of the pile

3. mai ka hale	3. from outside of the house
4. mai ka hale kū'ai	4. from behind the store
5. mai ka hale pule	5. from the mountain side of the chapel

Ho'oma'ama'a II:

E unuhi i ka 'ōlelo Hawai'i.

1. I went from school.
2. Lani is reading from the Bible.
3. Did she come from your house?
4. They (2) came from the moon.
5. Boy came from that island.
6. Take the pencil from the student.

Ho'oma'ama'a III:

E unuhi i ka 'ōlelo Hawai'i.

1. I see my grandmother when I hear your grandmother.
2. When you look seaward, you will see the spirit.
3. When she remembers her grandmother, she hears her voice.
4. If you go to school, take your books.
5. If you read the Bible, read the Book of Psalms.

Ho'oma'ama'a IV:

E kaha i laina a puni ka hua'ōlelo if a i 'ole when, a laila, e kākau i ka hua'ōlelo 'ae inā kū ka mana'o o ka hua'ōlelo "ke" ma laila, a inā 'a'ole, e kākau i ka hua'ōlelo 'a'ole, e like me ka helu 'ekahi.

1. The mountains are beautiful (if) you look at them. 'ae
2. When you see these fishes, you will see their different colors.
3. If you see your mother, tell her my mother said hello.
4. When the moon is full, it is good for planting.
5. It's with such a sweet sound when they call to me.
6. If you are so smart, why can't you get an A in Hawaiian?
7. When did the sun rise?
8. If I had the chance, I would go.
9. When are you leaving for Heidelberg?
10. When he arrived, the work was all done.

Glossary

The glossary is arranged alphabetically according to the Hawaiian alphabet: A, E, I, O, U, H, K, L, M, N, P, W.

In alphabetizing the glossary according to the Hawaiian alphabet, the _'okina_ (') and _kahakō_ (¯) have been treated in the following manner: If two words are identical except for the use of an _'okina_ or _kahakō_, then the word without any marking will come first, followed by the word with the _kahakō_ and then with the _'okina_. For example, _'aina_ comes before _'āina_ in the glossary, and _ala_ comes before _'ala_.

Words beginning with letters not found in the Hawaiian alphabet are listed at the end of the Hawaiian glossary. Other words containing non-Hawaiian letters are alphabetized with the non-Hawaiian letters treated as though they were the nearest Hawaiian-alphabet equivalent; for example, _'Āsia_ is alphabetized as though it were spelled _'Ākia_.

A

a'e: directional indicating upward, oblique motion; next. i keia pule a'e, next week.

'ae: to agree; yes.

a'ela: a contraction of a'e and ala used with ke verb to indicate present tense, and also with ua verb to indicate past tense. (Note: sometimes ua is dropped before verb a'ela.) See a'e, ala.

'ai: to score; score; to eat.

ai'a: emphatic of aia, there it is.

aia i hea: where.

a i 'ole: or.

'aiholo: touchdown.

'aihue: to steal.

'aikola: serves you right!

'aina: meal.

'āina: land.

'aipeku: field goal.

ao: world; daylight. a ao ka pō, until dawn, all night.

a'o: to teach; same as o, of, used primarily in poetry.

'ao'ao: side.

'a'ole: no, not, negative.

au: period of time. au kahiko, old days, ancient times.

'au'au: to bathe. 'au'au kai, to swim in the ocean.

auē: gosh! gee whiz!

auē no ho'i ē: auē intensified.

'auinalā: afternoon.

'auhea: to harken, listen; to pay attention.

'Aukake: August.

aumoe: midnight, late at night.

āhea: when, in future tense only.

aheahe: soft breeze.

ahi: fire.

ahiahi: evening.

a hui hou: until we meet again.

'ahu'ula: feather cloak.

ahupua'a: land division, usually from the mountains to the sea.

akā: but.

'aka'akai poepoe. round onion.

'ākau: right side; right.

akahele: caution, care.

akamai: smart; wisdom.

ake: liver.

ākea: broad.

'Āsia: Asia.

'ako: to pick.

'ākoakoa: to gather, congregate.

aku: directional indicating action away from the speaker or person doing the action.

Akua: God.

akula: a contraction of aku and ala used with ke verb to indicate present tense, and also with ua verb to indicate a past tense. (Note: sometimes ua is dropped before verb akula.) See aku, ala.

ala: to awake; path. ala pono, correct path. there (demonstrative; same as the frequent lā.) See a'ela, akula, ihola, maila.

'ala: scent, fragrance.

'ala'ala: octopus' ink bag.

alaka'i: to guide, lead.

alanui: road, street.

ali'i: royalty.

alo: face, front, presence.

alo alo: showy presence.

aloha: to feel love.

aloha 'ana: salutation, greeting.

aloha 'ino: what a pity!

'ālohilohi: to sparkle, shine brightly.

alualu: to chase.

'Amelika: America. 'Amelika Hui Pū 'Ia, United States of America.

'āmene: amen.

ana: pattern.

āna: of his, of hers.

'anakala: uncle.

anei: marker used following a word to indicate a question.

'ane'i: here.

'ano: kind, type, nature, characteristic; somewhat, rather.

'ano'ai: greetings.

'ānō maila nō:
'ānō iho nei nō: just now.

anuanu: cold.

a pau: all.

'āpala: apple.

'apo: to catch, as a ball.

'apōpō: tomorrow. i ka lā 'apōpō, tomorrow; i ka lā 'apōpō a ia lā aku, day after tomorrow.

'awa'awa: sour, salty.

awakea: noon.

awa lau: many channels (lochs).

'awapuhi: ginger.

awāwa: valley.

E

'ē: foreign.

ea: air.

'ē a'e: other.

ei'a: emphatic of eia, here it is.

eia a'e/mai: here comes.

'eiwa: nine.

'eono: six.

'eha: pain; injury.

'ehā: four.

'ehia: how many, how much.

'ehiku: seven.

'ekahi: one.

'eke: bag.

'ekolu: three.

'ele'ele: black.

'eleu: alert.

'elele: messenger.

'elepani: elephant.

'elima: five.

'elua: two.

emi hope: to fade back.

e pili ana: pertaining to, concerning.

'ewalu: eight.

'ewalu hanele: eight hundred.

I

i: a particle usually preceding a determiner which is followed by a common noun to indicate an object marking.

iā: a particle usually preceding a pronoun or proper noun to indicate an object marking; a particle preceding a pronoun or proper noun to indicate as or while.

i'a: fish; any edible animal from the sea.

'īā: yard (unit of measurement.

Iāpana: Japan.

Iesu Kristo: Jesus Christ.

'ī'ī: to become sour, as rice.

'i'iwi: a native Hawaiian bird with red feathers.

Iulai: July.

ihi: to peel.

iho: to go down; directional indicating downward motion.

ihola: a contraction of iho and ala used with ke verb to indicate a present tense, and also with ua verb to indicate a past tense. (Note: sometimes ua is dropped before verb ihola.) See iho, ala.

ikaika: strong; strength.

'ike: to see; to greet.

i kekahi manawa: sometimes.

'ikena: sight, view.

'ili: skin.

'īlio: dog. 'īliopulu, bulldog.

'imi: to seek out.

inā: if.

ināhea: when, in past tense only.

'inamona: kukui nut relish.

'īniha: inch.

inoa: name.

ipuhao: pot, kettle.

'īpuka komo: gateway.

iwakālua: twenty.

iwakāluakūmākahi: twenty-one.

iwakāluakūmālima: twenty-five.

O

o: lest.

'oi: more.

'o ia: really!

'oia'i'o: true, sincere.

'o ia ho'i: namely.

'oihana: industry, occupation. 'oihana po'e māka'ika'i, tourism.

'ō'ō: a native Hawaiian bird with black and yellow feathers.

o'u: as used in i o'u nei, to my presence, as opposed to ia'u, to me.

'ō'ū: a native Hawaiian bird with green feathers.

'ōhai: monkeypod.

'ohana: family.

'ohi: to gather.

'ōhi'a lehua: a native Hawaiian tree.

'ōkaikai: rough, as the sea.

'Okakopa: October.

'oki: tc cut.

'oki'oki: to chop, cut up.

'okika: orchid.

'oko'a: different.

ola: to live; life.

'ōlelo: language.

'oli: glad, joy.

'olu'olu: pleasing, pleasant, gentle, kind.

'ōma'oma'o: green.

onaona: fragrant and appealing.

one: sand.

'ono: delicious; taste (noun).

'ōpala: rubbish.

'ōpio: youth.

'opihi: a type of shellfish.

U

'uala: sweet potato. 'uala kipi, potato chips; 'uala palani palai, french fries.

uapo: bridge.

'uhane: spirit.

'Uhane Hemolele: Holy Ghost.

uhuki: to pull up.

uka: upland, towards the mountains.

ukana: baggage.

ula: lobster.

'ula: red.

'ula'ula: red.

ulu: to grow.

'ulupā: to dash, beat; to conquer.

uluwehiwehi: lush and beautiful plants.

'umi: ten.

'umika: to snip.

'umikūmāiwa kanaonokūmāhiku: 1967.

'umikūmāono: sixteen.

'umikūmāhiku: seventeen.

'umikūmākahi: eleven.

'umikūmālima: fifteen.

'umikūmālua: twelve.

'umikūmāwalu: eighteen.

unuhi: to translate.

unuhina: translation.

H

ha'aha'a: humble.

ha'aheo: proud.

ha'alele: to leave.

ha'awi: to give.

ha'awina: lesson.

hae: to growl; to bark.

ha'i: to tell. ha'i waha, to recite orally.

ha'ina: to declare, tell.

haipule: to hold prayers or worship.

haole: foreign.

Haole: English; Caucasian.

hau'oli: happy.

haukapila: hospital.

hā'ule: to fall off.

haumāna: student.

hakahaka: blank.

haku: to plait, as feathers for a cloak; to compose.

Haku: Lord.

hala: after (in telling time); to pass; pandanus.

hale 'aina: restaurant; cafeteria.

hale hana halakahiki pineapple cannery.

Hale Hō'ike'ike 'o Pīhopa: Bishop Museum.

hale kū'ai: store.

Halelū: Psalms.

hale pule: church.

hali: to carry, transport.

hali'a: to recall fondly.

hana: to work; activity; to make. hana nui, lot of work, great effort.

hānai: adopted child.

hānau: to give birth; born.

hanele: hundred.

hāpai: to carry.

hapahā: quarter.

hapalua: half.

hapalua hola 'ehā: four thirty o'clock.

Hawai'i: Hawaiian.

hea: to call; which.

he aha: what.

he'e: octopus (commonly referred to as squid in Hawai'i.)

he'e nalu: to surf with a board.

heihei: to race; race.

hehi: to step upon.

hele: to go.

hele wāwae: to go on foot, walk.

helu: number; score.

heluhelu: to read.

hema: left, left side; south.

hemolele: holy.

hewa: mistake.

hiamoe: to sleep.

hiehie: showy; beautiful.

hīhīmanu: sting ray.

hiki: to reach, arrive; can, possible. a hiki, until.

hiku: seventh.

hilahila: shame.

hili: to hit.

hīmeni: to sing; hymn, song.

hoa: companion. nā hoa, the guys, friends.

hō'ā: to burn.

hō'a'ala: to make fragrant.

hoaaloha: friend.

ho'ā'o: to try; down, as in football.

hoahānau: cousin.

hoe: to paddle; paddle.

hō'ea: to arrive.

hoehoe: to paddle.

ho'i: intensifier used as a modifier, also, just.

ho'i, ho'i hope: to go back, return.

hoihoi: interesting.

ho'iho'i: to return something.

ho'i kau: emphatic, so much.

hō'ike: evidence.

ho'oio: to show off.

ho'oikaika: to strive hard.

ho'ouna: to send.

ho'ohālikelike: to compare.

ho'ohanohano: to honor.

ho'ohenehene: to tease.

ho'ōho: cheerleader; cheer (noun).

ho'ohui, ho'ohuihui: to mix.

ho'okahi: only one.

ho'okani: to play, as a musical instrument. literally to make a sound.

ho'okipa: to host, entertain.

ho'okolo: to track, trace.

ho'okomo: to put inside.

ho'okū: to park, as a car.

ho'okuli: to act deaf; to disobey.

ho'olaule'a: to entertain, have fun; to celebrate.

hō'ole: to negate.

ho'olohe: to listen.

ho'ololi: to change.

ho'ololiloli: to change around.

ho'oma'ama'a: to practice: lesson, exercise.

ho'oma'ema'e: to clean.

ho'omaika'i: to thank, praise.

ho'omau: to continue.

ho'omaha: to rest.

ho'omaka: to begin.

ho'omākaukau: to prepare.

ho'omana'o: to remember; to remind.

ho'omehana: to warm.

ho'onani: to decorate.

ho'onui: to increase, add a lot.

ho'opa'ana'au: to memorize.

ho'opau: to complete. ho'opau manawa, to waste time.

ho'opē: to mash. mea ho'opē, masher.

ho'opiha: to fill.

ho'opihapiha: to fill in.

ho'opili: to imitate.

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ho'opoina: to forget (purposely).

ho'opōmaika'i: to bless.

ho'oponopono: to correct.

ho'owali: to blend.

hou: new.

hōkele: hotel.

hola: hour.

holo: to run; to travel. to sail.

holoi: to wash.

holo'oko'a: whole, entire.

holuholu: to sway.

home: home.

hone: sweet, soothing.

honehone: same as hone.

honua: earth.

hope: last. ma hope, or else, lest something happen; in back of; after, later.

hope kākau inoa: assistant recorder.

hopena pule: weekend.

hopu: to catch, as in a chase.

hua'ōlelo: word.

huapalapala: letter, as in the alphabet.

hui: to gather, meet; gathering; organization, network.

huki 'ino: to pull hard or suddenly without care.

huki hope: to hike a football.

hula: Hawaiian dance.

huli: to look and search.

hulu: feather.

K

ka'a: car.

kai: sea; towards the sea.

kaikamahine: daughter; girl.

kaikua'ana: older sibling of the same sex.

kaikuahine: sister of a male.

kai kū'ono: bay.

kaikunāne: brother of a female.

kaila: style.

ka'ina: order, sequence.

kau: to ride, as a car.

kāu: your, belongs to you.

ka'u: my.

kauoha: to command, order; command.

kauhale: home.

kauka: doctor.

kaula'i: to dry.

kaulana: famous.

kauwela: summer.

kaha: to draw.

kahakai: beach.

kahawai: stream.

kāhea: to call.

kahi: obligatory contraction of ka and wahi; literally "the place, the area;" also literally, "the little," used in emotional Hawaiian; ma kahi o, in the area of, approximately.

kahi 'ē: foreign place.

kahiko: old.

kahua: field, i.e. sports field.

kahua lekiō: radio station.

kahua mokulele: airport.

kahua pā'ani: playing field.

kaka: to rinse.

kakā: duck.

kākau: to write.

kakahiaka: morning.

kākela: castle.

kala: color.

kālā: money.

kalaiwa: to drive, as a car.

kalaka: truck.

kālepa: merchants.

Kaleponi: California.

kali: to wait.

kama'āina: familiar, acquainted; local person.

kamaiki: child

kama'ilio: to talk, converse; conversation.

Kāmoa: Samoa; Samoan.

kāna: his, hers.

kanaiwa kaukani: ninety thousand.

kanaonokūmālima: sixty-five.

kanahā: forty.

kanaka: person.

kanaka 'ohi 'ōpala: garbage man.

kanaka hana: worker.

kanakolukūmāwalu: thirty-eight.

kanalima: fifty.

kanalimakūmāiwa: fifty-nine.

kanalimakūmākahi: fifty-one.

kāne: husband; male.

kani: to sound; sound.

kapa: to name.

kāpī: to salt.

kapikala: capital city.

kapu: tub.

kapua'i: measurement of one foot.

kapu 'au'au: bathtub.

kapu wai: water tub.

kaukauali'i: lesser chiefs who served/cared for high chiefs.

ke: whenever.

ke'ena: office.

kēia: this.

keiki: boy; child. Keiki, Son, referring to Christ.

keiki 'apo: receiver, as in football.

keiki ho'olele leo: disc jockey.

keiki kāne: son; boy.

keiki pā'ani: player.

ke'oke'o: white.

kēhau: dew.

kekahi: a; another thing; besides, as well, also; some.

kekahi manawa: sometimes.

kekona: second (time unit).

kēlā: that, away from speaker and person(s) spoken to.

kēlā me kēia: this and that; every.

Kelemānia: Germany; German.

kelepona: to phone; telephone.

Kepakemapa: September.

Kepanī: Japanese.

kia'āina: governor.

kia'i: to guard, watch over.

ki'eki'e: high.

ki'i: to go and get, fetch; picture.

ki'i'oni'oni: movie.

ki'ihele: to gad about, "cruise around."

ki'i pōhaku: petroglyph.

kikowaena: center. kikowaena kū'ai, shopping center.

kiloi: to throw, as a ball.

kilohi: to glance.

kime: team.

kini: can.

kini 'ōpala: rubbish can.

kinipōpō: ball.

kinipōpō peku wāwae: football.

kino: body.

kipa: to visit.

kīwī: TV.

koa: a native Hawaiian tree.

kō'elepālau: a kind of sweet potato pudding.

ko'u: my.

koho: to choose.

kohu: stain.

koke: soon.

kokoke: close, near.

kōkua: to help; help.

Kōlea: Korea; Korean.

kolohe: rascal.

komo: to enter.

kona: his, her.

kōnane: moonlight reflection, glow.

kono: to invite.

kū: to suit, appeal to; to fit; to stand.

kua'ana: shortened form of kaikua'ana.

kū'ai: to buy; to sell. kū'ai hele, shopping.

kuahiwi: mountain.

kuatapeka: quarterback.

kuapo: to swap.

ku'i: to pound.

ku'u: endearing and familiar term for "my."

kūkā: to discuss.

kūkū: familiar term for grandparent.

kukui: a native Hawaiian tree.

kula: school.

kula'i: to tackle.

kulaki'eki'e: high school.

kūlana: level, position, class; nature, character. kūlana 'elua, second place.

kūlanakauhale: city, town.

kulanui: university.

kūlou: to bend over.

kumu: reason; tree; teacher. kumu alaka'i, example.

kumu lā'au: tree.

kupa: to boil.

kūpale: to defend.

kūpono: appropriate.

kupuna: grandparent. kupuna kāne, grandfather; kupuna wahine, grandmother.

L

lā: sun; day. i kēlā lā kēia lā, i kēlā me kēia lā, everyday; i kēiā la, today.

lā'au: tree.

lae: point, cape, promontory.

laikini kalaiwa ka'a: driver's license.

laila: there. no laila, so; a laila, then; ma laila, there.

laina: line.

lāua: they two; used as "and" only between two people.

launa: to meet, get acquainted with.

lā hānau: birthday.

lāhui: nation, nationality, race.

Ladana: London.

laki: lucky.

lālā: branch; member.

lalo: below, under.

lanakila: to win; victory.

lani: heaven.

lāpule: Sunday.

lawa: enough.

lawai'a: to fish, fisherman.

lawe: to take.

lawe lilo: to take everything.

le'ale'a: fun.

leo: voice.

lehua: a native Hawaiian flower.

leka: letter.

lekiō: radio.

li'ili'i: small.

like: same, similar. like 'ole, not similar, different, different kinds, various.

lilo: to win; to accrue to; lost.

lima: hand.

limu: seaweed. limu kohu, a type of seaweed.

lipine: tape.

loa: very.

loa'a: to accrue to.

lō'ihi: length; long; tall.

lohe: to hear.

loko: inside; interior; in; within.

lokomaika'i: generous.

lole: clothes, dress. lole makalike, uniform.

lomi: to mix with fingers.

Lūkia: Russia; Russian.

lula: rule.

lumi: room. lumi 'au'au, bathroom.

luna: top. i luna o, on top of.

M

ma: by way of, by, via.

mā: modifier used to indicate those usually associated with a person. 'O Lani mā, Lani folks.

ma'a: used to, accustomed.

ma'alahi: easy, simple.

mai: don't, when used before a verb; from, when used preceding place names and common nouns; directional towards speaker.

maiā: from, used before proper names of living things.

maika'i: good, fine.

maila: a contraction of mai and ala used with ke verb to indicate present tense, and also with ua verb to indicate past tense. (Note: sometimes ua is dropped before verb maila.) See mai, ala.

maile: a native Hawaiian vine.

ma 'ō a'e: beyond.

maoli: real, native, genuine.

maopopo: know, understand.

mau: always, continues; plural marker.

mau'u: grass.

mahalo: to appreciate, admire; thanks.

Māhealani: night of full moon.

māhele: to share; section.

mahi'ai: to farm; farmer.

mahina: moon; month. i kēlā mahina aku nei, last month; i kēia mahina a'e, next month; i kēia mahina a ia mahina aku, month after next.

maka: raw; eye.

maka'āinana: commoner.

maka'ala: alert.

māka'i: policeman.

māka'ika'i: to visit.

maka'u: afraid.

mākaukau: to know well; ready.

makahiki: year; age.

makana: gift.

makani: wind. makani aheahe, gentle breeze.

makehewa: unprofitable, in vain.

mākeke: market.

make loa: to die; extinct.

makemake: to want, like; wish.

makemakika: mathematics.

makua: parent; Makua, Father (in heaven). makua kāne, father.

makuahine: mother.

malama: month.

mālama: to keep, care for.

mālamalama: bright light.

male: to marry.

mālie: fair weather.

malihini: visitor.

malo'o ke kai, kai malo'o: low tide.

māluhiluhi: tired.

māmā: familiar term for mother.

mamao: far, distant.

māmala: phrase.

māmala'ōlelo: sentence; phrase.

mamo: a native Hawaiian bird with black and yellow feathers.

mana'o: thought; meaning.

mana'olana: to hope.

mana loa: almighty power.

manawa: time; period of time. nā manawa a pau loa, always, all the time.

mānele: stretcher.

manō: shark.

manu: bird.

mea: thing; person; reason. no ka mea, because.

mea 'ai: food.

mea 'ai 'ono: good things to eat.

mea ho'olaki: mascot.

mea nui: important thing.

meia: mayor.

mehana: warm.

mele: to sing; song.

melemele: yellow.

mikimiki: quick, alert; efficient.

mīkini kikokiko: typewriter.

mile: mile.

minamina: to value, prize.

mino'aka: to smile; smile.

minuke: minute.

moa: chicken.

mo'a: cooked.

moe kau a ho'oilo: sleeping the summers and winters away, a poetic expression for death.

moe wale: to lie around.

mo'okū'auhau: genealogy.

mo'olelo: story; history.

mo'opuna: grandchild. mo'opuna kāne, grandson. mo'opuna wahīne, granddaughter.

mōhala: to bloom.

Mokekao: Moscow.

mochi: a Japanese rice cake.

moku: boat.

moku'āina: state.

mokulele: airplane.

mokupuni: island.

mole: root.

momona: sweet.

mua: first, i/ma mua, before; ahead; in front.

muli: last; youngest. ma muli, because.

N

na: actor emphatic marker, by; for.

na'auao: knowledge.

namunamu: to grumble.

nāna: actor emphatic, by him or her; for him or her.

nānā: to watch, look.

nane: riddle, puzzle.

nani: beautiful.

nei: modifier used to indicate closeness in space and feeling.

nēia: this (emotional).

nehinei: yesterday. i nehinei a ia lā aku, day before yesterday.

nele: to lack.

nīoi: chili pepper.

niu: coconut.

nīnau: to ask; question.

ninini: to pour.

no: for.

no'eau: skill, artistic skill; clever.

noi: to request.

no'ono'o: to think.

nou: for you.

noho: to sit; to live, stay.

no ho'i: intensifier, also, too, just.

no ke aha: why.

nona: for him or her.

nonoi: to ask for something, request.

nū: news.

nui: a lot; big; the greater part. nui hou a'e, many more.

nuha: sulky.

P

pā: to shine; to blow, as a breeze; plate, dish.

pa'a: to hold fast.

pa'ahana: busy.

pa'akai: salt.

pa'akikī: difficult.

pae: to land. pae 'āina, pae moku, group of islands.

pa'i a pa'i: tie, even score.

paiki: suitcase, traveling case, satchel.

paila: to pile; pile.

pailaka: pilot.

paina: pint.

pā'ina: meal; dinner party.

Paipala: Bible.

paona: pound.

pau: finished.

paukū: verse.

paha: perhaps.

pā hale: yard (around a house).

pahuhau: icebox, refrigerator.

pākaukau: table.

Pākē: China; Chinese.

pakemo: to bounce off; fumble.

Pākīpika: Pacific.

pala'ā: a kind of fern.

palaualelo: lazy.

Palani: France; French.

palapala lā hānau: birth certificate.

pāleo: phonograph record.

Palisa: Paris.

pane: to answer; answer.

pani: to close.

Paniolo: Spain; Spanish.

papa: reef; class. papa he'e nalu, surfboard; papa mahina, surface of the moon.

pā paukū kaula hao: chain link fence.

papahele: floor.

peku: to kick.

pēlā: in that manner, thus.

pēlā wale aku: et cetera, and so on.

Pelekāne: England.

Pelekānia: Britain; British.

pelekikena: president.

penei: thus, this way, as follows.

penikala: pencil.

pēpē: baby.

pepeiao: ear.

Pepeluali: February.

pī'āpā: alphabet.

pi'i: to rise, as the sea; to climb.

piha: full. piha makahiki anniversary.

pīhoihoi: excited.

pīkake: kind of flower.

pili: to cling; pertaining.

pilina'ōlelo: grammar.

Pilipino: Philippines; Filipino.

pinepine: often.

pipi'i: expensive.

pō: night. a pō ka lā, until night, all day; i ka pō nei, last night.

Pō'ahā: Thursday.

pō'akahi: Monday.

po'e: people. po'e haku hulu, feather workers; po'e kāpīli manu, bird catchers; po'e māka'ika'i, tourists.

poi: Hawaiian staple food.

po'i: to cover, as breaking waves.

poina: to forget.

po'o: head.

pōhaku: rock.

pokepoke: to cut up in small parts; hyphenated.

pōkole: short.

pola: bowl.

pololei: correct.

pōloli: hungry.

polū: blue.

pōmaika'i: fortunate.

ponimō'ī: carnation.

pono: must, should; well, good, benefit.

pono'ī: true; own, as in my own car.

pōpoki: cat.

pū: gun; tree with cluster of stalks, such as pandanus; together.

pua: flower.

puana: theme.

pūia: sweet-smelling.

pū'olo: package.

pu'u: throat; hill.

pu'uwai: heart.

puhi: eel.

puka: to emerge, come out; to graduate; hole.

puke: book.

pule: to pray; prayer; week. i kēlā pule aku nei, last week; i kēia pule a'e, next week; i kēia pule a'e a ia pule aku, week after next.

pulu: wet, soaked.

pumehana: warm.

punahele: favorite child, favorite one; favorite.

puni: to encircle; throughout; things you like to have and do.

W

wā: period of time; tense (grammar). kekahi wā aku, next time; wā ho'omaha, vacation.

wa'a: canoe.

wae: to sort.

waena: middle. ma waena o, between.

waiūkia: condensed milk.

waiho: to leave.

waihona puke: library.

wai kai: sea water.

wai niu: coconut milk.

wahi: place; to say. wahi āna, he said.

wahine: wife; woman.

wahi papa: reef area.

waho: outside; often used after the prepositions ma or i.

Wakinekona: Washington.

wale: modifier to indicate simply, just, only.

walea: to relax.

wale nō: only.

wana: sea urchin.

wana'ao: dawn.

wāwae: foot, leg.

wehe: to remove.

wehewehe: to explain.

wehiwehi: lush.

wela: hot.

Wiekanama: Vietnam; Vietnamese.

wili: to twist, wind.

F

furō: traditional Japanese bath.

S

Solomona: Solomon.

T

Tōkio: Tokyo.

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